

# AMERICAN JOURNAL OF EDUCATION

UNIVERSAL EDUCATION—THE SAFETY OF A REPUBLIC.

VOL. XIII.

ST. LOUIS, DEC., 1880.

No. 12.

## SANTA CLAUS' ANNUAL ADDRESS.

Once more age is creeping over the latest member of old Father Time's large family, and the year 1880 has declined into the sere and yellow leaf, bringing about the season when I must again visit St. Louis, and scatter through every household remembrances and tokens of the most joyous time in the whole circle of the months.

The past eleven have been busy months for me, as then I had to visit my factories in all parts of the world, directing, advising and suggesting.

I have not neglected to patronize every new thing of any merit that has been proposed to me, but I have never forgotten to keep my factories busy making those good old Christmas Boxes that my young friends seldom tire of.

Not for the world would I neglect Dolls, Noah's Arks, Drums, Animals, and such like.

Now I am in St. Louis, and, after looking well through the city, and examining every store and warehouse offered for my use, I have selected for my headquarters

Barr's Grand New Building, Sixth, Olive to Locust streets.

My reasons for this selection will, I think, be satisfactory to both my old and young patrons.

1st. Because BARR's has satisfactorily done my business in this city for over thirty years

2d. They have always given me a fine space for the display of my wares, and this year surpass all former efforts, having devoted nearly an acre of their basement for my special use.

Your Old Friend,

3d. Their store is the most central in the city for people to visit and examine my goods, and will be the most convenient for me on my busy night before Christmas, when I must reach every house without loss of time.

There are many other reasons I might give, but the above were quite satisfactory to me.

Let me say to all pa's, ma's, sisters, cousins or aunts who want me to make presents for them, that they must at once visit my headquarters, and leave with me the name and address of those they wish me to visit.

If this information is delayed till just before Christmas, I am apt to get my address books so full and confused that I cannot arrange for prompt delivery.

This annual address would not be complete if I did not warn my young friends that, although I have been so busy preparing my grand display, I have not forgotten to keep a record-book of their bad and good deeds, and shall examine the same carefully when their names are suggested to me by any one.

Remember, bad boys or bad girls should expect nothing from me.

Let all however go to BARR's and make their selections, and hang up their stockings, retire to bed early on Christmas eve, trusting that old Santa Claus will not forget them.

Good-by, now. Don't stay awake to see me come, for you will only delay me in the chimney, and perhaps make me late in visiting some poor child, whose only yearly present is the gift I bring at Christmas.

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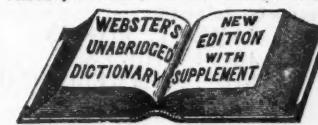
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ST. NICHOLAS.

# Appletons' Readers a Failure in Missouri!

## The Appleton "Gift Book Scheme" Rejected by the Board of Education OF THE CITY OF ST. LOUIS.

**MCGUFFEY'S REVISED READERS ADOPTED ON REGULAR INTRODUCTION TERMS BY A VOTE OF 18 TO 6!**

### *From the Report of Committee on Course of Study:*

"Your Committee being of the opinion that in the matter of durable binding, gradation, completeness, and especially in its features of review lessons, the Revised Edition of McGuffey's Series of Readers is much superior to Appleton's, recommend to the Board the introduction of McGuffey's Revised Readers in place of the old series now in use, on the terms contained in the proposition of the publishers."

\* JAMES P. McGINN, JOHN J. McCANN,  
JOHN GILWEE, WM. BOUTON,  
EDW. HUMMELL, Of the Committee on Course of Study.

ST. JOSEPH declines the "Gift Book Scheme."

St. Joseph, Mo., Aug. 7, 1880.

The School Board of this city, acting under a special charter, adopted McGuffey's Revised Readers to take the place of McGuffey's "New Eclectic" Readers, at Introduction and Exchange Rates.

Appletons' Readers were offered free but were rejected by a large majority.

E. B. NEELY, Supt. Public Schools.

MARSHFIELD declines the "Gift Book Scheme."

McGuffey's Revised Readers introduced although Appleton's Readers were offered free.

We are prepared to furnish overwhelming evidence that Appleton's Readers have been discarded in hundreds of instances after being introduced, and McGuffey's Readers re-adopted. We are certain that no intelligent, unprejudiced person can compare the two series carefully and not be satisfied that McGuffey's revised is far superior to Appleton's as a text-book.—[Webster Co. News.]

MEXICO.—Appletons' Readers Discarded.

The Board adopted the following resolution: "Resolved that McGuffey's Readers

vised Readers be adopted for use in our public schools instead of Appleton's Series now in use. \* \* \* Adopted unanimously.

HANNIBAL.—Appletons' Fifth Reader Tried and Discarded.

"I have laid the matter before my teachers and patrons, and they are all unanimous for the change to McGuffey's. We have discarded Appleton's Fifth Reader and introduced McGuffey's Revised."

JOE G. MCVEIGH, Prin. High School.

CONCORDIA.—Appletons' Readers Discarded.

"Appletons' Readers, which have been in use in our schools during the Spring term have been discarded and McGuffey's reinstated on account of their superior merits."

F. H. BARTMANN, Pres. of School Board.

CALHOUN.

"Resolved, That the Board of Education of Calhoun hereby rescind the former adoption of Appleton's Readers and adopt instead McGuffey's Revised Readers."

S. P. HAHN, Clerk pro tem.

JOHN R. PIGG, Pres.

Appletons' Readers remorselessly annihilated by the man who first pronounced them "a failure."

At a Special Meeting of the Board of Education of the City of St. Louis, held Tuesday, August 24th, the above report of the Committee on Course of Study was accepted, and McGuffey's Revised Readers adopted for the St. Louis Public Schools by a vote of 18 to 6. Appleton's Readers were offered at free exchange for two years, and declined as a gift, the committee declaring them inferior to McGuffey's Revised.

(Pierce City Record, Oct. 19, 1878.)  
Patrons, look carefully over these books for yourselves, and decide the question.

\* \* \* \* \* You can but determine the book a failure.

The Appleton series of Readers have been made by eight different persons, five males and three females, neither of whom ever made a reading book, or assisted in making one before.

There is a lack of system accuracy, gradation, adaptation and common sense running through the series, and perceptible upon every page. Again, the books have not been recognized by leading educators as a meritorious series. THEY ARE AN EXPERIMENT, and where tried are unsuccessful as many teachers in Minnesota will testify.

On the other hand McGuffey's Readers are the acknowledged STANDARD in this great State of Missouri, and have been adopted and are used in 90 counties of this State.

(Signed) L. S. HOLDEN.

PIERCE CITY.—Result of the "Experiment." Appleton's Readers Discarded.

PIERCE CITY.—"Oct. 27, 1880. I am happy to inform you that the School

Board have adopted McGuffey's Revised Readers for our public schools, and have displaced Appleton's Readers. We are well pleased with McGuffey's Revised Readers, and think them THE BEST.

W. G. RICE, Pres. Board of Ed.

Appletons' Readers have been tried, found wanting, and discarded as a FAILURE from the Public Schools of the following cities and towns in Missouri:

|               |               |
|---------------|---------------|
| Mexico,       | Luray,        |
| Cassville,    | Monroe City,  |
| Windsor,      | Washburn,     |
| Smithton,     | Concordia,    |
| Unionville,   | Greenfield,   |
| Pierce City,  | Kirkville,    |
| Montrose,     | Milan,        |
| Hughesville,  | Higginsville, |
| Colecamp,     | New Market,   |
| Lancaster,    | Warsaw,       |
| Marshall,     | Norborne,     |
| Laclede,      | Dadeville,    |
| Hannibal,     | Wentzville,   |
| Calhoun,      | Keytesville,  |
| Lincoln,      | Kearney, etc. |
| Millard,      | Lagrange,     |
| Fayetteville, |               |

## McGUFFEY'S REVISED READERS

Adopted for Leading Cities and Towns in Missouri, including:

|              |             |
|--------------|-------------|
| St. Louis,   | Biglow,     |
| Pierce City, | Jameston,   |
| Smithton,    | Kidder,     |
| Unionville,  | Marshfield, |
| Luray,       | Nevada,     |
| Benton,      | Greenfield, |
| Bolckow,     | Cuba,       |
| Norborne,    | Marshall,   |
| Fairview,    | Oregon,     |
| St. Joseph,  | Albany,     |
| Cassville,   | Plattsburg, |

|               |               |
|---------------|---------------|
| Windsor,      | Cameron,      |
| Laclede,      | New Market,   |
| Lamar,        | Richland,     |
| Sylvania,     | Dadeville,    |
| Fayetteville, | Winthrop,     |
| St. Charles,  | Forest City,  |
| Troy,         | Bethany,      |
| Kirksville,   | Winston,      |
| Keytesville,  | Lathrop,      |
| Hughesville,  | Higginsville, |
| Lancaster,    | Lebanon,      |

|             |               |
|-------------|---------------|
| Nevada,     | Cavesprings,  |
| Concordia,  | Mound City,   |
| Georgetown, | Gallatin,     |
| Savannah,   | Princeton,    |
| Montrose,   | Grayson,      |
| Lagrange,   | Utica,        |
| Shelbina,   | Washburn,     |
| Stockton,   | Walnut Grove, |
| Amazonia,   | Wentzville,   |
| Greenfield, | Jamesport,    |
| Mexico,     | Hamilton,     |

|              |             |
|--------------|-------------|
| Calhoun,     | Weston,     |
| Millard,     | Kimmswick,  |
| Monroe City, | Stockton,   |
| Greenfield,  | Steelville, |
| Rochester,   | Webster,    |
| Craig,       | Etc., etc.  |

In nearly every one of the foregoing cities and towns Appleton's Readers were offered at free exchange, and declined as a gift.

McGuffey's Readers are Adopted for Exclusive Use for 5 Years in the Public Schools of the 85 Counties in Missouri.

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SUPPLEMENT TO AMERICAN JOURNAL OF EDUCATION.

THE AMERICAN JOURNAL OF EDUCATION and its several State Editions, will be furnished to subscribers, hereafter, at \$1.00 per year, post-paid, instead of \$1.60. We are now issuing over sixteen thousand copies per month.

Those who read and circulate this Journal, reiterate the fact that it has done, and is doing more to advance the interests of Teachers and School Officers than all the other Journals in the United States combined. It is not only laying a solid and permanent foundation for a wise and liberal system of public education, but it is in each issue showing the value and necessity of the work our Teachers are doing, and suggesting plans by which they can be paid promptly every month.

We invite attention to a few, from the hundreds of similar indorsements of the facts above-stated, received, most of them the last month, from the leading Educators of a number of States, each corroborating, as you will notice, the statement of the other.

To these workers and writers we tender our most sincere thanks. We shall continue to make this the BEST Journal published. Our writers are brief and to the point. Please call the attention of teachers and school officers to these indorsements, and send us your name and the price for a year's subscription. It will bring you in money and information TEN-FOLD its cost. Address,

J. B. MERWIN, Managing Editor, 704 Chestnut St., St. Louis, Mo.

**ARKANSAS.**

At the last meeting of the State Teachers' Association of Arkansas the following preamble and resolutions were unanimously adopted:

Whereas, The American Journal of Education has a department devoted to the educational interests of Arkansas, edited by the State Superintendent, Hon. J. L. Denton and others, therefore,

"Resolved, That the members of this Association give their earnest support to the AMERICAN JOURNAL OF EDUCATION, as the educational organ of the State."

From Hon. Wm. Fielding, Marion County, Nov., 1880:

"I receive and am very much pleased with the AMERICAN JOURNAL OF EDUCATION. It is in my opinion by far the best periodical of its kind in the country."

Our teachers ought to circulate it extensively among school officers.

From Hon. S. T. Scott, Saline County:

"I have received the AMERICAN JOURNAL OF EDUCATION regularly, and I assure you it is carefully read and appreciated. All our teachers should avail themselves of the strong, wise, helpful counsel given in every issue. A copy of the work should be in the hands of every teacher as well as every school officer in this county and State."

Prof. W. G. Chaffee says:

The "American Journal of Education" is the best educational journal I ever saw, and while it is particularly adapted to the wants of our teachers, it is equally well adapted to the wants of their patrons also."

**IOWA.**

From Prof. L. L. Kleinfelter, Cerro Gordo Co., Nov., 1880:

"I read the AMERICAN JOURNAL OF EDUCATION carefully and regularly, and am greatly pleased with its earnestness, vigor, and practical suggestions. Can pay it no greater compliment than to say that in clipping from it for the material for the educational columns of our local papers, the greatest difficulty is, that in cutting out a good article from one page, I am almost certain to spoil an equally good article on the other page."

From Prof. A. H. Sterrett, Tama County, Nov., 1880:

"I regard the AMERICAN JOURNAL OF EDUCATION as one of the best. It is full of compact and useful information for our progressive teachers, and worthy in every way of careful perusal and support, and circulation among the patrons of the schools."

Supt. J. H. Koons, Des Moines, says: "I appreciate very highly the AMERICAN JOURNAL OF EDUCATION. Its short, terse, epigrammatical articles are just the kind to impress the thought on the reader's mind. I am constantly indebted to it for suggestions that have been of great service to me in my work."

From Supt. L. A. Culbertson, Lucas County, Nov., 1880:

"I receive the AMERICAN JOURNAL OF EDUCATION regularly. For short, practical ideas and instruction concerning school work, there is none superior. Should be glad to see it in the hands of every teacher in this county."

**MISSISSIPPI.**

From Supt. J. M. Barron, Columbus Nov., 1880:

"I have been a regular subscriber to the AMERICAN JOURNAL OF EDUCATION for several years, and like it better than any other paper of the kind published in the West or Northwest. I also consider it more in sympathy with our public school interest, and better adapted to our wants in Mississippi, and the South, than any other educational journal published in the North or East."

From Hon. W. A. Heard, Issaquena County, Nov., 1880:

"I have been greatly profited by reading the AMERICAN JOURNAL OF EDUCATION, and should be pleased to have all our teachers subscribers.

Prof. J. C. Mason, late of Columbus, now of Carthage, Mo., says:

"We build for the ages. Give us some liberal journal, upon whose broad platform the educational fraternity of America can stand.

We no longer train pupils to dwell in any particular State, but to become American citizens, to go forth, encounter and subdue ignorance, vice and crime, whenever and wherever they may present themselves.

Mr. Editor, that the AMERICAN JOURNAL OF EDUCATION meets the requirements above indicated, I feel confident.

For many years, including sunshine and storm, I have watched the course of this periodical, have seen it deal with gigantic educational problems; now urging the friends of the cause to stand patient, strong and firm,—but be

sure to stand—now appealing to its enemies to "spare that tree," and persuading them by irresistible logic that broadcast intelligence and republican government cannot long be separated. Have personally observed its effect for good in districts rural and municipal, west and south, and while I do not claim for it that special and technical treatment of certain topics peculiar to some periodicals prepared for local circulation, yet I do say that as a pioneer in educational work, calculated to awaken communities to the results hanging upon ignorance or education, aiding school officers, and cheering and strengthening teachers in the discharge of duty, it stands unrivaled.

**TENNESSEE.**

Hon. Leon Trousdale, State Superintendent, writes:

"I can cheerfully commend the American Journal of Education to the patronage of Tennessee teachers, superintendents and taxpayers, not only because of its general ability, spirit and usefulness, but because it gives more attention and space to notices of our own schools and of educational movements in our own State than any other journal. The Tennessee (special) editor understands our wants and does not neglect them."

PROF. A. J. F. HYDER, County Superintendent of Corbin County, Tenn., writes with date of Nov. 22d:

"I read THE AMERICAN JOURNAL of Education regularly, and regard it as the very best Educational journal published. It aids teachers and school officers materially in organ-

izing our schools in the levying of taxes to sustain them and in its plans for building school houses it is also very useful.

I show these plans and reiterate its statements "that teachers must have a place to work and tools to work with." It is pre-eminently useful for the practical work it is doing in these directions."

From Hon. H. Presnell, Jonesboro.

"A word to our teachers in regard to school journals. In nothing perhaps are teachers more deficient than in a thorough knowledge of the literature of their profession.

'But,' says one, 'What shall we read?'

We answer, school journals. We notice that the most *successful* teachers are those who read these journals.

The *American Journal of Education* has been of great service to us in organizing our schools. There is a kind of inspiration in the editorial columns that does one good. We attribute much of this to the live, active and zealous advocate of popular education, Mr. J. B. MERWIN, the managing editor and publisher. School officers and teachers who desire something real, live and practical, will find all this and more in this publication."

## ILLINOIS.

Hon. James P. Slade, State Superintendent, writes as follows:

"Your excellent JOURNAL OF EDUCATION comes to hand regularly, and I read it with great profit. Its well-considered and ably written articles upon educational topics of interest to all persons seeking the improvement and perpetuation of our system of public instruction, makes it a valuable addition to the educational force of the country.

Hon. R. M. SPURGEON, County Supt. of Randolph County, Illinois, writes:

"Your most excellent Journal is read regularly and carefully with interest and profit. It is always a welcome visitor. I regard it as the *best* educational journal published."

Prof. E. Brooks, one of the ablest educators in the country, says:

"In the examination of our exchanges we have been especially interested in the 'American Journal of Education.' It is edited

with marked ability, and is a good representative of the spirit and energy which our Western educators put into their work."

## MISSOURI.

From Hon. J. J. Berry, Cass County, Nov., 1880:

"I read carefully and regularly the *American Journal of Education*. Its columns are filled with interesting and practical suggestions. It is a *powerful* factor in the advancement of the educational interests of our great State. If it were read by every school officer and teacher in the State, and its timely and wise counsels enforced by them, our schools would soon rest upon a higher plane of usefulness and excellence.

The articles on *School Management*, found in its columns, written by Prest. Baldwin, are alone worth *ten times* the price of the journal. I wish it were read by every teacher in the Southwest.

Success to the JOURNAL in its noble work."

From Supt. John P. Collier, Ozark, Nov., 1880:

"I am reading regularly the *American Journal of Education*, and consider it one of the *very best* of its kind published in the United States.

From Hon. Geo. Hughes, Clay County:

"I should like very much to extend the circulation of your journal in this county, as I think it a very practical, strong, and helpful paper."

Prof. Edward B. Neely of St. Joseph, one of the most prominent and successful educators in the West, gives the *AMERICAN JOURNAL OF EDUCATION* the following earnest words of commendation in a letter to one of the daily papers in that city. He says:

"Its managing editor, Mr. J. B. MERWIN, is known all through the States as an able writer and lecturer, and is one of the most earnest and efficient advocates of popular education in the country. I know him not only by reputation but personally, and hence speak advisedly. \* \* \* \*

Many of the articles are worth infinitely more to our teachers than the price charged for a year's subscription. No teacher or school officer can afford to do without

this journal, and the teacher who tries to dispense with it will soon find that he or she is behind the times.

But not only should every teacher in the State subscribe for and read it, but every *school officer*, whether he be director of a sub-district or clerk of a school board, will find it of great assistance to him in the discharge of his official duties.

If the school authorities in our country had access to the information which will be imparted in this way, through the pages of this journal, many serious mistakes in the construction and furnishing of school houses would be avoided."

## NEBRASKA.

Hon. S. R. Thompson, State Supt. of Nebraska, writes:

"Your journal comes regularly, and contains very much that is profitable for the teachers and patrons of our schools to read. I shall be glad to see it widely circulated among the teachers of this State."

From Hon. Jacob Bailey, Richardson County, Nov., 1880:

"After a careful examination of the *American Journal of Education*, I am satisfied that its merits are very great, and that it must prove an invaluable aid to teachers and all others engaged in educational work. Please send it regularly."

From Hon. J. T. Mallalieu, Buffalo County, Nov., 1880:

"I have read and re-read the *American Journal of Education*, and am highly pleased with the work and the matter contained therein, and recommend it to my teachers strongly."

Hon. D. Kerr of Gilman, writes:

"The *AMERICAN JOURNAL OF EDUCATION* is received regularly. I always welcome it for its spicy articles, terse style, and its strong, able and lucid discussion of the wide range of topics pertaining to the organization and conduct of our schools."

From Prof. J. A. Lowry, Hardin County, Nov., 1880:

"I receive the *AMERICAN JOURNAL OF EDUCATION* regularly, and like it better than anything of the kind published. Its practical suggestions are of very great value."

From Hon. J. F. Arnold, Newton, Nov., 1880:

"I read the *AMERICAN JOURNAL OF EDUCATION* regularly, and am very much pleased with it. I am satisfied that the good it will accomplish will be limited only by its circulation." Every teacher and school officer ought to take and read and circulate one or more copies among the patrons of the schools.

## KANSAS.

From Hon. O. L. Peak, Pratt County, Nov., 1880:

"I receive the *AMERICAN JOURNAL OF EDUCATION* regularly, and am exceedingly well pleased with the brief, pointed, common-sense practical thoughts therein expressed. In every number I find valuable information and useful suggestions, that are worth *more* to any teacher than the price of the journal for a year."

PROF. J. W. KANAGA, Superintendent of schools of Reno County, Kansas, writes:

The *Journal* is received and read with much pleasure. I regard it as one of the very best of several that I receive. Teachers will do well to circulate it among the people, as well as the school officers.

From Hon. J. J. Allen, Lucas County:

"Accept thanks for the regular reception of your very *excellent* and *practical* journal, and allow me to congratulate you on your success in making it, in my opinion, second to none, as an active, vitalizing power in the cause which it so pointedly and forcibly advocates."

## WEST VIRGINIA.

HON. JAS. W. BUSH, County Superintendent of Schools of Ritchie County, West Virginia, says in a letter of Nov. 20, 1880:

"I read the *AMERICAN JOURNAL OF EDUCATION* carefully and regularly, and have done so for years. I think it the *best* educational paper in the United States, because of its practical suggestions on organizing and conducting schools — just the point teachers as well as school officers need instruction upon. We have 'problems' enough to solve in the arithmetics and grammars already published, and we do not need to take up space in educational journals with such things."

I wish our teachers and school officers would all carefully read the *JOURNAL*, and circulate it widely.



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UNIVERSAL EDUCATION—THE SAFETY OF A REPUBLIC.

VOL. XIII.

Printed for the Editors, by G. S. BOUTON, and  
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Associate Editors.

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WE do not hold ourselves responsible for any views or opinions expressed in the communications of our correspondents.

Our associate editors are only responsible for such articles as appear over their own signatures or initials.

WHAT can we say to those hundreds of thoughtful, appreciative, kind friends who write such strong words of commendation of the work this journal is doing for the teachers—and the school officers? Words of thank-

fulness to you do seem tame, but if doing deeds still more deserving of these kind expressions be any sign of gratitude, they shall be multiplied a thousand fold.

PRESIDENT J. BALDWIN will contribute twelve papers during 1881 to this journal on "Methods of Culture." We hope D. Appleton & Co. will hurry up and hurry out his admirable work on School Management, or else furnish us—to start with—ten thousand postal cards—to answer inquiries pouring in upon us from all parts of the country.

These articles originally appeared in the journal and our supply of them running frequently over twelve thousand copies, was exhausted long ago.

Teachers and superintendents frequently say that *single* chapters on School Management have been worth more to them than the price of the JOURNAL for a year!

This new series of articles on "Methods of Culture" will be equally valuable with those on School Management.

WE ARE NOT POOR.—There is a cash demand for everything we have to sell. It is estimated that the wheat crop will exceed 465,000,000 bushels, and all agree that there is no surplus that will not be demanded for either the home or the foreign market.

Prices have advanced from 2 to 4 cents per bushel, the best ranging from \$1.18 to \$1.25 per bushel, with an advancing tendency. Corn is also in active demand for export, and has advanced in price to 58 cents for standard shipping grades in elevator.

IN provisions and meats the promise is very large, and packing early. The export trade calls for immense quantities of packed meats and provisions, and this trade is a very large element in the prosperity of western cities, the packing at Chicago alone, for the year ending June 1st, 1880, reached the value of \$1,000,000.

THE cotton crop has continued to move freely; the receipts at all the cotton ports from Sept. 1st to Nov. 12th, are 1,857,906 bales, as compared with 1,669,438 bales last year; an excess of 190,500 bales the present year. The exports have been 957,684 bales, against 911,659 bales last year. Deficiencies continue to be reported from Mississippi, Arkansas and Texas, with smaller receipts than last year at markets in that section, New Orleans only excepted. The probabilities are that the total crop will be about 6,000,000, bales, and that it will all be taken in consequence of increased domestic consumption.

IRON in all forms shows an advance in price. The better grades have already advanced \$1 to \$2 per ton, and all the production is called for in consumption. Mill iron or gray forge is also better. The higher grades of bar are firmly held at an advance, and all structural iron and sheet has improved in price. Railroad building continues active, especially in the West, and great quantities of rails and track supplies are called for.

The mills at Chicago, St. Louis and Pittsburgh are crowded with business of this class, and were never better employed.

Wheat, corn, provisions of all kinds; the cotton crop, iron—all these are advancing in price.

We are not poor; we are able to pay our debts, and to educate all.

PROMPT pay brings the best work. Our teachers need to do their best. Time passes so rapidly that the pupils in our schools, parents and school officers need to co-operate constantly and cheerfully, so as to get the most and the best in the short space of time allotted to preparation for the more active and responsible duties of life.

By all means avoid collisions and antagonisms, and devote all the time

and energy to building up the school, and helping out. Say a kind word, do a good deed, and so solve the difficult problems, and help along.

THE secret of our success will be found in the fact that our writers and helpers do positive, aggressive and kindly work all the time. It is not the mission or design of this journal to furnish clubs, in the shape of fault-finding articles, for our enemies to use to beat down the teachers or the school systems of these States.

We tell them we want inspiring, strong, hopeful, helpful articles, such as will build up and unite all in sustaining and carrying forward the grand work our teachers are doing—and our writers furnish such articles.

WHAT other journal, from a constituency so widely scattered over so many States could ever present such an array of commendatory words of the work it has done and is doing as we present in this one.

THE NEWSPAPER.—There is hope for a reading people. There is no hope for an ignorant and uneducated people. It has been observed that children who read the newspapers make greater and more satisfactory progress in school. The newspaper is the most successful educator that can be sent into the community. It reaches everybody—even those who do not attend the schools. It fashions public opinion. It creates public sentiment. It brings the news of the world to all alike, the poor as well as the rich. Circulate the JOURNAL among the people.

[Cincinnati Irish Citizen.]

Mr. Thomas Lewis, 62 Butler street, informs us that for seven years he was afflicted with that dreadful malady, Sciatica, and being induced to try St. Jacobs Oil, found almost immediate relief therefrom, and is now perfectly cured.

## SYSTEMATIC ORGANIZATION.

**I**F there is one thing above another which the country schools need, and which will have a tendency to bring them up in grade and to increase their usefulness, it is systematic and thorough supervision. This has been the chief agency in bringing the city and town systems to their present standard. There is scarcely a city or town in the country that does not recognize the fact that efficient supervision is absolutely essential to the highest success.

It has been abundantly proved that a thoroughly competent city superintendent is often worth thrice his cost. If, now, cities and towns, with the advantage of perfectly graded schools, of a long term, and of well-trained and experienced teachers, need supervision, and derive so much benefit from it, the country schools, with all their disadvantages, cannot be expected to do superior work without it. The arguments in favor of

## COUNTY SUPERVISION

are unanswerable.

No prudent man would employ a gang of workmen on the farm or in the shop without devising some plan by which their work might be intelligently supervised. Every mill must have its manager; every railroad its superintendent; every contractor his head workman; every merchant his chief clerk; and every machine shop its master mechanic.

In every business of life, as well as in every department of government, there must be a systematic organization of labor with intelligent supervision.

The highest purposes of the schools cannot be realized without such supervision. The boys and girls in the country have as much right to enjoy its advantages as have the boys and girls who live in our towns and cities.

**R**EMEMBER that property is taxed to pay for ignorance and crime; that intelligence begets industry, and thrift, and economy, and self-respect, and self-support—nay, more than this—intelligence produces more than it consumes, and so enriches the whole people.

It is cheaper to educate, than to have property taken to support paupers and criminals—the paupers and criminals come largely from the ignorant.

It is just as easy for school officers to arrange the finances of their several districts, if they would give the matter a little attention, so as to have money in hand to pay teachers' wages and other indebtedness promptly, as to be behind hand a year. Be a year ahead!

It is scarcely just to those employed to be put off, and compelled to wait until the next year's tax is collected, or take pay in warrants which are worth anywhere from 60 to 80 cents on the dollar.

We hope school officers will see that no such injustice is done to our teachers any longer.

THE country schools and the country school teachers most need help and encouragement and instruction.

The facts are that the mass of our people are to be instructed in the country schools, and they must receive more care and attention.

Many of the country teachers have but poor facilities for preparing themselves to teach. We want our writers for *this journal* to bear this fact in mind, and write largely for their help. City teachers have strong compact organizations, an institute each month or oftener, libraries, lectures, good pay, and money to buy books and to travel. Let us help those who need it most.

## THE PRINTED PAGE.

**T**HE *unaided* man, says Dr. Wm. T. Harris, is a very feeble animal. If he borrows no ideas from his fellows, and receives no hint from them of the results of the aggregate experience of the human race, he gropes about all his life, neither observing much nor thinking much. It is only when, by intercommunication and education, each man is made recipient of the fruits of the experience of all, that the miraculous greatness of human life becomes apparent.

Each individual is given, by means of education, the net result of the experience of the human race. Each rides on the shoulders of all. Each one thinks and feels over again within himself the condensed results of human thought and feeling; each man becomes a compendium of mankind, and this is the miracle of life.

That all live for each, and each lives for all, is the symbol of the mystery of vicarious atonement,—the deepest spiritual fact in human life. The measure of painful experience in life is infinitely diminished for each man, through the fact that he may avail himself of the experience of his fellow men, and reap the wisdom of that experience without having to pay for it by the suffering and pain which it has cost originally.

This participation in the life of the species is the means by which man, as a mere particular individual, becomes the species of genius,—the entire race.

For all education means precisely this: that the individual shall grow

through the experience of his fellows. He shall learn what they have observed with their senses, and thus increase his own insignificant powers of observation, by adding to himself the fruits of the observation of all men. The great geniuses of observation,—the Humboldts, Cuviers Agassizes, Leeuwenhoeks, Virchows, Lells, Galileos, Herschels, Darwins,—these, and their like, shall see and observe for him as much as for themselves. Without repeating their drudgery, he shall enter into the fruition of their labors by means of the instrument of intercommunication, language, and its preservation by written or printed words.

## HOW WILL THEY VOTE?

**W**HAT is the temper, feeling, wish and design of your member of the Legislature elect in regard to the question of efficient and intelligent supervision in every county in the State. How do these members of the Legislature feel with regard to the High Schools and Normal Schools. How do they feel with regard to longer school-terms and better wages for teachers, ensuring longer engagements and the prompt payment of our teachers. Are the men who are going to vote on these important questions fully posted up as to their importance? Have you the data to furnish them, showing that ignorance costs—and that intelligence pays?

These are trite, timely and important topics for discussions at these State Teachers' Associations to be held the last of this and the first of next month, topics of much more importance to be embodied in resolutions than that the teachers got food and shelter at half-price three or four days!

Let us have right, strong, united, intelligent action at these meetings, and so take a step forward which will ensure needed and friendly legislation on all these points.

## THE BEST BREAD.

**L**ET the fact not only be stated, but let it be reiterated that the fruits of knowledge become a common heritage. Taxes to sustain the best schools, to employ the best teachers, who, among both pupils and parents, are able to promote useful knowledge, are indeed

## GOLDEN GRAIN

from which comes the *best bread*. His family are better housed, better clothed and better taught; his reaper has replaced the sickle and cradle; his thresher has superseded the flail; his plow is better fashioned; he is better treated in sickness; he is bet-

ter vindicated and defended in the courts, better ministered to in the church and better represented in the senate, because there are high schools, colleges and universities, and all this though he may not attend them. The voter who lives inland cannot afford to put up the lamp lighted for the ship. The broad highway is built, not wholly at the cost of those who ride or carry, but that it may be a way for general business, commerce and defense.

We contribute to many things in which we take no share, except in the general good that results. Indeed the idea on which many public institutions rest is, that the service which they render is one which reaches the mass of private persons only as they share in the public welfare. The simple truth then is that the education of the common school and of schools of higher learning do not stand apart. They are really but parts of one system. One heart animates both; one vital current flows through both. Whatever injures either impairs and weakens all the people.

**B**EWARE of the man, in the Legislature or out of it, who plans to keep the people in ignorance. A greater enemy to the interests of the country cannot be found. Send the schoolmaster abroad. Build up the laboring classes—the people who do the nation's work demand our attention. Educated labor will make this country blossom like the rose. Stand by the school system. Stand for the education of the toiling millions.

## GOOD RESULTS.

**A**VERY large number of the editors of this State are not only willing, but anxious to have the teachers fill a column or two, in every issue of their paper with short strong spicy items to help the schools along.

Our teachers are doing more directly to make an intelligent constituency and to create a demand for good newspapers than any and all other agencies combined. The editors of the State know, and appreciate this work on the part of our teachers too, and anything they can do to facilitate their plans and wishes they will do cheerfully.

Ignorant people do not patronize newspapers. Intelligent people not only want to know what is being done, but they want to do something—hence they subscribe, and pay for newspapers and they advertise and use and sustain in every way newspapers and newspaper offices.

The editors will cheerfully—if the teachers have good things to report—as they ought to have, and can have

—give them the use of their papers,—this will certainly give teachers a grand opportunity to secure good results.

Hence the teachers in each county should keep a column or two of either original or selected matter going all the time. By so doing, the discussion of general principles and of special local issues could be made universal throughout the State. A new interest would be aroused in behalf of the schools. Healthy discussion will ensue, and the result be a decided advance in public sentiment in favor of free schools for all. Will not the readers of this journal make the trial at once—this week?

ONLY by *doing* can we get the increments of power which will enable us to be something more than an animal or vegetable. By doing we rise up to the realm of spirit. Do your best, too, each time.

OUR county and our country too, needs most just now, educated brain and trained muscle. We have splendid and abundant natural resources, but it needs the touch of skilled labor to bring out these resources and their capabilities.

HON. W. E. TABOR, County Superintendent of Lincoln County, West Virginia, writes us under date of November 17.

"I think the AMERICAN JOURNAL OF EDUCATION the *best* paper I have ever read.

I think so much of it, and gain from reading it so many practical suggestions, that I keep it on my table to refer to all the time.

I take several other journals of this kind, but I think yours far the best. I do not see how teachers get along without it."

#### LET US HAVE THEM.

PRACTICAL, helpful, wise suggestions, are just now in order.

Grand educational meetings are to be held in many of the States the last of this and the first of next month, if the committees who have in charge the order of exercises will see to it, that practical suggestions are furnished as to how best to promote the efficiency of the school systems including not only the primary, but the Intermediate, High schools and Normal schools, and some reliable data is furnished and put into print, that can be laid before the members of the several legislatures, they will do a much needed, a valuable and a permanent good to all parties concerned. Cannot this be done?

We do not lose by forward movements by adopting an aggressive

policy, by moving onward, we gain in strength and power and ability, not only to hold what we now have, but to conquer new provinces in every domain. It is the dullards, the stand stills, the do nothings that lose both capacity and power to achieve. Brave being, and brave and constant doing wins the battle in the school, and out of it; march on and march up. These are the watchwords.

#### WHAT are the defects of the school law?

If you can point them out, and suggest a remedy, we will do what we can to have the matter brought to the attention of those not only competent but willing, by legislation, to modify the provisions of the law so that the school system may be made more efficient in all its departments.

It is easy to find fault, but education means a remedy for existing evils, a righting of wrong. Helpful suggestions are now in demand; can you, the teachers, who are most interested, make them?

#### MISSOURI TO THE FRONT.

#### MISSOURI MUST HAVE A SCHOOL SYSTEM EQUAL TO THE BEST.

From Atchison to Pemiscot, and from Clark to McDonald the people demand it. An inferior school system has repelled the tide of immigration lost to the State a million of valuable citizens and a hundred millions of wealth. Our school term is three months; our schools are without supervision; and our teachers are without institutes, surrounded as we are by sister states, with school term double as long as ours; with supervisions, and with systems of Normal Institutes; damaging comparisons are inevitable.

#### MISSOURI CAN AMPLY SUSTAIN A POPULATION OF FIFTY MILLIONS.

At least one million ought to be added during the next decade. Nowhere are the conditions so inviting. Our general position; our limitless mineral wealth; the unequalled fertility of our broad valleys and prairies; our mighty rivers and our network of railroads, and our admirable climate, call to the states and nations; our inferior school system stands in the way. How else can our State Immigration society do so much as by perfecting our school system? Let us be able to announce as a fact, that the Missouri school system is equal to the best, and it will do more than anything else to bring us a vast immigration.

#### MISSOURI OWES DUTIES TO THE RISING GENERATION.

We cannot afford to swindle ourselves; much less can we afford to do.

defraud our children, three months for a school year; schools utterly without supervision, teachers without the means of growth; Missouri cannot afford to thus render herself and her schools contemptible. The people, purse-sore and heart-sore, with one voice demand a change.

#### SIX MONTHS MUST BE MADE THE MINIMUM SCHOOL TERM.

We must have efficient supervision, and we must have a system of Normal institutes, without an intelligent exception, the teachers and school officers of the State earnestly ask these three improvements; without them we have the shadow without the substance. With them our school will be grand. The citizens of the State with singular unanimity say—give us what is necessary and all that is necessary to make our school system equal to the best.

#### TEACHER, CITIZEN, MOMENTOUS DUTY PRESSES

not alone for our 800,000 youths, but also for the teaming millions of the future, must we provide. Grandly should we build. The legislature which meets in January will be composed largely of intelligent and public spirited men, disposed to do everything in their power for our great State. Your duty is plain and urgent. Let the press, the platform, the pulpit and the school-room give utterance in thunder tones to the demands of the people and the times. Let meetings be held in every school district, and let petitions go up thick as snow flakes fall. At last the time has come, by a bold, determined, persistent, and united effort, we can place our beloved Missouri in the front.

D.

Thanks! That article has the right ring! It is good enough for an "editorial" from any one of our strongest and most inspiring editorial writers—but why confine it to Missouri?

Why not summon Arkansas "to the front" and Tennessee, and Nebraska and Texas and Kansas and West Virginia?

Suppose these States limit education, and elect unwise men to the State or to the National Legislature, and by unwise laws cripple and limit the education of the people!

"If one member suffers, all the members suffer with it," is still as true as it ever was.

Grand words are these, which summon not only Missouri but all the sisterhood of States "to the front" in this onward march to a stronger, higher, and nobler destiny!

M.

It is a part of genius not only to do one's work, but create the work to do.

#### THIS IS TRUE.

PROF. J. BALDWIN, in one of his admirable and timely articles on school management, says very truly that teaching must be made more remunerative. Excepting California, no state or country adequately remunerates the common school teacher. Short terms and low wages are fatal to efficiency. Ten dollars less per month decides the average school board to employ an inferior teacher. So long as we pursue the ruinous policy of exacting a dollar's worth of work for fifty cents just so long will we fail to secure efficient teachers. Talent commands its price. Adequate compensation is absolutely essential in order to secure the most worthy men and women for our teachers.

Henry Ward Beecher, in speaking of teachers, says: "There is no profession so exacting, none that breaks men down so early as that of faithful teaching; and there is no economy so penurious; and no policy so intolerably mean as that by which the custodians of public affairs screw down to the starvation point the small wages of men and women who are willing to devote their time and strength to the teaching of the young."

ONE prominent defect of the school law, which ought to be set right by the next legislature, exists in the delay to which most of our teachers are subjected in drawing their wages. Teachers ought to be paid—in money—not school warrants—at the end of every month—in the country districts as they are paid in the city. They earn their money, and a common sense of justice demands that they be paid promptly—as the State pays her other employees, every month.

THE "helps" the teachers need in the way of reference books, maps, charts, globes, &c., can be secured easily. If the money is not on hand let two or three schools combine and give entertainments and exhibitions, selecting a part from each school each evening, and make the entertainments short and interesting, and charge a small admission fee. Try it.

THE drones, the ignorant, the immoral, the profane, the incompetent—all these may as well step down and out of the ranks of the profession of teaching.

The people, who pay the taxes, want something for both the time and money invested in schools, and unless teachers can show results, they may as well resign.

## Reflections Suggested by a Re-reading of the "Premium Essays."

(Concluded).

"Oral teaching requires the presence of the living teacher." Would it not be more correct to say that the "oral method" has always suffered from the impossibility of supplying teachers so "living" as to furnish the varied qualifications and the marked abilities and attainments the absence of which is fatal to this method?

To be a "living" teacher in the sense here used, would necessitate the possession of a mastery of the world's knowledge upon all subjects likely to come before the pupil, and in many instances an addition to the world's accumulation.

Is it possible to find teachers so much more accomplished than men and women of other callings, and do we want our children to be provided with "original views" or with the accepted truths of mankind?

One such teacher as the description demands, has not yet appeared; what shall we do in regard to the many positions to be filled?

"In controlling and directing activity is found the ability that one mind has of stamping its own character on the minds of others." This figure of stamping or moulding or making an impression misleads, because no philosopher any longer holds to the "tabula rasa" doctrine, nor does any one of mature age believe that it is either desirable or possible to treat the pupil as though he were a piece of putty or dough or pulpy substance awaiting the stamp of "his clay heater."

But apart from this, which might be but an accidental illustration of the need upon the part of the oral teacher, for further instruction in the implement called language (whose use can be apprehended by the learner only after the occasion for this knowledge has passed by,) — apart from objections formal and philosophical, is not the position taken destructive to a logical essay?

If as has been so frequently asserted throughout the essay, the teacher is not to "stamp" his character upon the pupil—(success in which effort would be less serviceable to the pupil than the teacher's last year's suit of clothes,) why shall the "oral teacher" be held up for special praise because he does "stamp upon the pupil's mind"—nay, more, because he not only stamps upon it but stamps it out?

"These results may be produced by the right application of the oral method of teaching: 1. It will establish those relations between the pupil and the object of his thoughts as will enable him to acquire a know-

ledge of that object. 2. It will occasion such activity of the pupil's mind as will produce mental culture. 3. It will communicate a good method of acquiring knowledge and of applying it in the affairs of life."

These are good things to claim, and may possibly follow from our assuming the original definitions to prove themselves: otherwise some evidence should be adduced for statements so sweeping.

"Not one of these three results was ever secured by written teaching."

This statement throws upon Mr. D. the necessity for explaining the phenomenon so constantly presented in history of human beings who had been thus maltreated occupying all positions of influence and of accomplishing the little all that the world has yet succeeded in doing, even including the education of the writer of the essay.

"Language is not the original source of knowledge represented by it, nor is it the direct occasion of that activity which trains the active powers."

It does seem as though this was "begging the question," and as if he who made the assertion should convince those who do learn through language (our only means for an acquaintance with the greater part of what is going on in the world) that they are not only laboring under a horrible delusion, but that their very individual existence depends upon a correction of their views.

"The oral method is criticised because (1) it must be limited to physical things." After carefully reading and re-reading the disproof of this belief, we find ourselves not at all certain that the objection is not valid. (2) "It makes lecturers of teachers and relieves the pupil from that mental labor necessary to his mental strength."

This seems to be a fair statement of the position of those who doubt the merits of the "oral method," and the objection can hardly be said to be met by the essayist.

(3) "That it is faulty in not furnishing an opportunity to teach the pupil to learn from books." This, like the other objections, is met by mere denial.

(4) "That the teachers are so burdened with work that they have not time for its use." Surely not a reasonable consideration as against a method capable of attaining such magnificent results, notwithstanding the fact that these results, like the faith of the catechism, is "the substance of things hoped for, the evidence of things not seen."

"The schools spend too much time in teaching facts, and too little in

teaching methods of study, or in that teaching which has moral character for its object."

This seems to suggest that we were right when we said that we supposed teachers were more in doubt as to the proper aim of their work than as to the methods by which this end might be sought. "Facts," "methods of study," "moral character," are terms which a philosophic oral educator should not leave undefined, for they are not among the elementary problems of human life: nor will it do for any one to assume the object of teaching — he must ascertain in each community what can be stated as the will of the community, and to this he must yield, at least until he shall be able to induce the community to identify its will with his.

"The time has come when we should put the internal life of all our schools under the superintending care of intelligent, enthusiastic, well-trained educators, who understand the philosophy of education."

We had supposed that "we," meaning the people of each community, had done this so far as its intelligence went, and that they had not been altogether without success in the selection of Philbrick, Harris, Kiddle, Howland, Rickoff, Pickard, Wickerham and others, whom we have been led to regard as competent men.

## IMPORTANT SUGGESTIONS.

DR. JOHN BASCOM, President of the University of Wisconsin, says in the last number of *The Western*, that an intellectual life that is truly healthy will be pleasurable and spontaneous. If we put any worry and painful labor into our instructions, the harassed mind will avenge itself by improving its first liberty in turning disgustfully back from its ungrateful task. The true teacher will especially occupy himself in establishing a wholesome, agreeable habit of mind, that will go on through life to complete its own work.

Among the special instruments of intellectual annoyance and distressful labor may be put

## EXAMINATIONS.

Examinations, as means of instruction, serve one purpose, and an important purpose; as artificial barriers which must be leaped before the student can go from one field to another of inquiry, they subserve another purpose, and a less fortunate one.

As adjuncts of instruction, the examination relieves the labor of a steady advance; gives the mind, by a rapid retrospect, a more comprehensive grasp of what lies behind it, and tightens the slipping hold of memory.

Examinations, as an extended test

of knowledge, are harassing; are often unfair and insufficient in their discharge of their purpose, put the memory to extreme exertion; a cram is the colloquial phrase for preparation; from which it as quickly relieves itself when the strain is over; hurt the appetite of the mind by an effort in which it takes no pleasure; set up false standards of scholarship, and are a means of first provoking and then covering up remissness in daily work.

To relieve a school system of transitional examinations and to put in their place more continuous and refreshing work is, therefore, a great gain.

## THE CLOSE UNION

of the several grades of instruction, the grammar school, the high school, and the college, tends to this result. The deliberate indorsement of the lower school is thus substituted for the more arbitrary checks of the higher one; and, what is of much greater moment, habitual work is put in the place of extra exertion as the condition of advancement.

By this method a responsibility for good work exists at every stage and every moment, and at no time becomes a fear and a discouragement. The peculiarities of different minds also find more recognition.

The student whose reflective powers are good, but whose memory is unreliable, who works up knowledge as food to mental power rather than lays it up as a species of mental property, does not suffer needless delay and disparagement.

The control of each lower grade of instruction over its own pupils is more complete, and this brings with it more responsibility and importance; while each higher grade protects itself, first, by the conditions of advancement, and second, by at once applying to the new student its own standards of excellence. An accredited list of

## HIGH SCHOOLS

that stand in organic relation to the State University, and whose pupils are advanced by the successful completion of the prescribed course, is, in education, a device somewhat of the same value as a uniform currency in commerce.

To be able to issue a responsible certificate is an aid to the high school; to be able to receive it, a relief to the university. The university can then employ its protective acumen in a much easier, safer, and more profitable way by carefully testing the daily work of its students. A sort of reaction is almost sure to set in against severe entrance-examinations, as the result of which deficiencies in daily work are easily and for long periods overlooked. It is much better that

the educational faults of the week should find suitable correction within the week than that they should be finally and severely judged at the close of a term, or a year, or of four years.

The position of a special student in a university may also be so used as to reduce extended examinations. A student coming from a normal school or a college wishes to take an advanced standing. It is not easy to decide his fitness for it, nor easy for him to be ready for a summary review of all his studies. Nor is such a review likely to be of much value to him. He would prefer, and it would be better for him, to devote the time to fresh work. It is not true that the mind can and should keep a minute and distinct outlook on the field of study passed over, any more than it is true that the physical eye can carry with it the details of a landscape as it advances. In language and in mathematics

#### THE FIRST REAPING

is the *true harvest*, and to insist on gleaning and regleaning the field is greatly to reduce the returns of labor. If a student with favorable credentials makes an application for an advanced standing, it is at once easy and safe to admit him as a special student for six months or a year, in which time he settles without vexation and with comparative justice his true position. At the close of the year he is admitted as a regular member of any class, according to the knowledge then secured of his attainments. The delays, insufficiency, and injustice of entrance examination are thus reduced to their lowest terms.

Precisely in proportion as the habitual movement along the line of advancement is well watched over and safe, will the troublesome transition of examinations be found needless. They are the result in large part of institutions which have no connection with each other, of that educational pedantry which delights in some visible presentation and rehearsal of its work, and of remissness in the daily care which must attend on good instruction.

PROF. N. BIRD, County Superintendent Schools of Pocahontas Co., West Va., writes under date of Nov. 16, 1880, as follows:

"I have been reading the *American Journal of Education* regularly ever since I assumed the duties of County Superintendent of this county. I prize it above all other journals I receive. I cheerfully and strongly recommend it to all our teachers and school officers. I am sure if the teachers in every county in the State of Virginia would send a copy of it to the members of their several School-

boards the salaries of all our teachers would be raised at once. I shall make an effort to largely increase its subscription list at the next meeting of our institute.

THE *text book*, says Dr. Harris, may always be regarded as an aid to the school,—a most potent instrument for good: enabling the bright pupil, even with the worst methods of instruction, to participate, by his own efforts, in the recorded experience and wisdom of mankind; helping even the dull and stupid to some extent; under the highest method—that of investigation—rapidly stimulating the powers of self-activity in the child, so that he becomes able in interpreting and comprehending the results of others, and in adding new discoveries and new ideas to the aggregate product of his race.

#### A REVIEW OF A REVIEW.

BY ANNA C. BRACKETT.

WE are so apt in our narrowness to fancy that what we know is all that is known, and that no really good thing except perhaps the Bible and Shakespeare ever existed before Dec. 30, 1620, that it may not be amiss to turn our eyes a little more frequently toward the past.

Let it be assumed that America is a wonderful country, and the American Nation a great Nation, and American schools the astonishing product of this unparalleled Nation, and yet the fact remains that somehow the world did manage to get along, and to make considerable progress before the discovery of America.

We may also recall to mind another fact, which is that education was not entirely unknown in the time of Aristotle and Plato, to say nothing of Confucius. I do not mean to go back as far as the latter, but I should like to give a short abstract of a lecture which was delivered in England some time ago by Rev. R. H. Quick, because it furnishes in a comprehensive form the history of educational ideas from before the time at which our era begins. If our vanity as teachers be lessened, our pride may be enlarged when we find to how large, ancient and progressive a profession we lay claim to belong.

The idea of education in ancient Greece, as known to us through the medium of her greatest writers, was the harmonious development of the whole man.

With Christianity came asceticism, so that at the period known as that of the Revival of Learning, we find that the body had become a thing to be despised, and the main if not the whole attention is to be given to the

soul, and to the acquisition of the classical languages.

In such an atmosphere the children must be harshly treated. If they suffered, what matter? Indeed, if they died, what matter? The body was not to be considered.

The first innovation on this method was made by the Jesuits, who shortened the school hours for the children, and used every effort to make the school time not only useful but pleasant. It might surprise many of us to see how many of the devices which we regard as inventions of our own age, were invented and used by these wonderfully successful Jesuit teachers.

Next, as an educational reformer, we count Rabelais in the fifteenth and sixteenth centuries. Not the mind alone, but the body, he insists is to be educated. No moment of the day is to be lost, but the body is to be exercised in every possible way.

Next in the stream of progress comes Montaigne, who enunciates the doctrine that *education* is a greater thing than *instruction*.

In the seventeenth century follows Comenius, who declares that the child must not be taught learning alone, but that he must know something about *things* themselves, about his nature and his destiny.

Close on his track follows Milton in his recommending "the orderly conning over of the visible and inferior creature, in order to arrive clearly at a knowledge of things invisible." And in Germany there appeared the innovators with their battle cry, "Not words, but things!"

Locke says that knowledge is of but small importance; that it is character with which the teacher should concern himself.

We pause here to note the entire revolution from the time of the Middle Ages, when all education consisted in the cramming of the ancient literature alone.

But behold one who comes to dispute Locke, in the person of Rousseau, and the assertion, "It is not learning, it is not character that we are to teach. Nature is all-sufficient. Leave the child to his own nature, and he will have the best education."

Here we have reached the opposite pole from that where we started.

[1] Books. [2] No, not books alone, but also things. [3] Neither books nor things, but character. [4] "Neither books, things nor character," says Rousseau. "Simply do nothing. But of all, books are the worst."

Coming nearer to our own times we find Pestalozzi, who has begun to return to the other pole—for it is not the "let alone" policy that he recom-

mends, but a "continual benevolent supervision."

We are teachers in America today. How much do we know of the immense amount of thought which has been put on the very problems which we talk so glibly about in our associations?

We do not seem to know that all these things are old. We talk about this method and that method, as if it were America that had discovered the world instead of the world that had discovered America. Were it not well for us to talk less and study more?

I have done no justice to Mr. Quick's lecture. But if my running commentary shall convince some teacher that it would be well for him to study up the history of the Jesuits and their schools, and to read Rabelais, Montaigne, Comenius, Milton, Locke, Rousseau and Pestalozzi as a preliminary excursion into the history of education since the time of Loyola, it will be all that I desire.

VERY few people overwork mentally or physically. We could, most of us, with great profit to ourselves and the community, double our labor, and be a thousand-fold more helpful.

ALWAYS, in the house, for the children, for your friends, and for yourself, and Globe will be useful and ornamental. They make a beautiful Christmas present.

#### A GOOD SUGGESTION.

THE *Texas Journal of Education* states the case plainly and truthfully as follows:

"It is idle to require faithful and efficient public service of any citizen without providing adequate compensation. A good government, like any well-regulated and efficient institution whether of a public or private character, is necessarily expensive."

A cheap government, i. e. a government that seeks cheap executive and administrative agencies for the execution of its varied functions, will ever be found to be inefficient and wanting in all the elements of force so essential to the protection of the rights of the citizen and the development of the best and highest interests of the community.

The chief cause of so much complaint in reference to our scholastic census returns may be correctly attributed to the inadequacy of the compensation allowed for the work. Increase the pay and penalty, and better results will be attained."

[Kansas City Times.]

Mr. William Hadeler at the Marathon Hotel, Wausau, after extreme suffering with rheumatism, without any benefit from physicians or various preparations, was cured by St. Jacobs Oil.—*Wis. Exchange*.

**TENNESSEE**  
**American Journal of Education.**

ALL matter intended for publication must be in the hands of the printer by the 15th of the month previous to date of issue.

**EDUCATIONAL.**

**WHAT WAS DONE BY THE TEACHERS' INSTITUTE AND STATE TEACHERS' ASSOCIATION AT PULASKI.**

We give as follows, a summary of the proceedings of the Teachers' Institute which has just closed its session at Pulaski.

The officers elected for the ensuing year were as follows:

President—S. Y. Caldwell, Nashville, Davidson county.

Vice Presidents—1st District—A. T. Donnally, Johnson county.

2d District—F. M. Smith, Knox county.

3d District—T. C. Carnes, Bradley county.

4th District—W. R. Reeves, Jackson county.

5th District—R. W. Weakley, Davidson county.

6th District—J. L. Hutson, Bedford county.

7th District—W. R. Jones, Giles county.

8th District—J. C. Brooks, Madison county.

9th District—G. R. McGee, Gibson county.

10th District—Scott A. Murray, Shelby county.

Executive Committee.—W. Leroy Broun, Nashville; J. Berrien Lindsley, Nashville; Frank Goodman, Nashville; S. H. Lockett, Knoxville; M. D. Merriweather, Jackson.

Secretary.—W. A. Smith, Columbia.

Treasurer.—Geo. W. Campbell, Lynnville.

**TRIBUTE TO THE MEMORY OF W. F. SHROPSHIRE.**

The following preamble and resolutions were unanimously adopted:

W. F. Shropshire was born in Jackson, Madison county, Tenn., and was at the time of his death about 45 years of age. He was a high-toned gentleman, of a cultured mind, and a member and president of the State Teachers' Association, and the Superintendent of Public Instruction in Obion county for the last seven years.

He was one of the most efficient and energetic superintendents in the State. He was truly a friend of education, and especially of popular education. He labored hard and faithfully to make the system popular in his county, and in this he succeeded in a great measure. He also was

a good writer, and was at the time of his death, and had been for several years, connected with the *Tennessee Journal of Education*, as associate editor. His efforts in this department were in behalf of education.

But the fiat has gone forth that man must die, and this useful man, while in the meridian of life, has been forced to yield to its mandate. He died on the 3d day of August, 1880, and as this Association has lost one of its most useful and zealous members and a good presiding officer, therefore be it

Resolved, That we, as members of the State Teachers' Association, in convention assembled, while with regret and feelings of sadness we are forced to recognize the fact that he has been removed from us by the hand of death, and has gone to that clime where we trust that he is enjoying his reward, bow in humble submission to the will of Him who doeth all things well, though in many instances in a way quite mysterious to man.

Resolved, That popular education has lost one of its most zealous and able advocates, and the Tennessee State Teachers' Association one of its most valued members.

Resolved, That we tender to his bereaved family our most heartfelt sympathies on account of the loss they have sustained by his death, as a kind husband and an indulgent father. Respectfully submitted.

R. T. YANCEY,  
W. A. SMITH,  
W. R. GARRETT,  
Committee.

**THE LATE DR. SEARS.**

The following resolution in respect to the memory of the late Dr. Sears was unanimously adopted:

Resolved, That this being the first occasion on which the teachers and educators of Tennessee have assembled in convention since the death of Rev. Barnas Sears, general agent of the Peabody Board of Trust, it is proper that we should express the sentiments with which that melancholy event has filled our minds.

Rev. Dr. Sears was honored and esteemed by us all as the wise administrator of a munificent trust; and in his personal character was admired as an author, and beloved as a friend and champion of popular education.

In the various positions of Professor of Theology, President of Brown University, and as successor of Horace Mann, Secretary of the State Board of Education for the State of Massachusetts, all of which positions he filled with eminent ability, he had attained the highest ranks as an educator.

As an author, his literary contributions had gained him a national reputation, that portion of his career which particularly endeared him to us all, was that which likewise most conspicuously illustrated the qualities of his mind and heart, the administration of the noble trust, which adorned the close of his long and useful life, and has forever associated his name with the memory of the great philanthropist, Geo. Peabody.

W. R. GARRETT,  
W. A. SMITH,  
R. P. YANCY.

The following is the report of the Committee on Resolutions, which was adopted:

The Committee on Resolutions respectfully report, for the consideration of the Association, the following resolutions:

1st. That the sincere thanks of this Association are due and are hereby tendered to the generous citizens of Pulaski for the large-hearted hospitality, the courteous attention and kindness which they have so universally shown to its members; also to the county authorities for the use of the court house.

2d. That the Association duly appreciates and returns thanks for favors granted by the L., N. & G. S., E. T. & V., N. & C., and M. & C. Railroads.

3d. That the Association is truly grateful for the sweet music with which the labors have been enlivened, and especially returns thanks to Miss Early Wills of Columbia, and to the Misses Leftwich, Miss Jones, Miss Edmondson and others of Pulaski, and to Prof. Jones for the use of his organ.

4. That the Association was profoundly impressed by the soundness of the views of Dr. Broun of Vanderbilt, in regard to the introduction of practical and scientific instruction into the public schools; that Dr. Broun demonstrated the practicability of making this most desirable change in the common school curriculum, and that this Association does heartily recommend his plans to the Legislature of the State, trusting that the proper steps will be taken, and requisite means be provided for carrying them into execution.

5th. That the Association recognize with pride and pleasure the great advancement which has been made in the educational interests of Tennessee during the last decade; that it recognizes as the means which have brought about this happy result, the Teachers' Institutes, Normal Schools and State Teachers' Associations, which have been held in the counties, Congressional districts and the State at large; that the success of these

educational gatherings has been largely due to the energy, perseverance and wisdom of State Supt. Col. Trousdale, and to the non-sectional patriotism and liberality of Dr. Barnas Sears, trustee of the Peabody fund, and that this Association most earnestly recommend that these gatherings be encouraged and fostered by all those in authority, who have control of means devoted to educational purposes.

Resolved, That the press of the State be thanked for their generous and full reports of the proceedings of the Association, and for their encouragement of the Association in its labors.

The Association at the close of the session was addressed by Rev. Dr. Leftwich and Hon. Mr. Talliaferro in well-timed remarks, and pertinent to the occasion. These gentlemen spoke of the importance of these meetings and the great good being accomplished in the cause of education.

**IMPORTANT.**

TO the school officers and teachers of Tennessee we are glad to present the following

**ENDORSEMENTS**  
of this journal:

OFFICE STATE SUPT. OF PUBLIC SCHOOLS, NASHVILLE, Tenn., July, 1880.

I can cheerfully commend the *American Journal of Education* to the patronage of Tennessee teachers, superintendents and tax-payers, not only because of its general ability, spirit and usefulness, but because it gives more attention and space to notices of our own schools and of educational movements in our own State than any other journal. The Tennessee (special) editor understands our wants and does not neglect them. LEON TROUSDALE, State Supt.

**MISSISSIPPI.**

GEN. J. A. SMITH, the State Superintendent, writes an intelligent correspondent from Water Valley, closed on the 17th inst., a series of Educational Institutes which, for the interest manifested by both teachers and people, have far exceeded those ever held before in the State.

Tupelo, Water Valley, Sardis, Wenona, Newton and other points have been visited—the attendance of teachers alone being at some points over one hundred.

Frequently the people at the evening lecture turned out en masse.

Prof. Ladd has again greatly endeared himself to the whole profession by his strong, timely practical lectures creating unbounded enthusiasm and leaving a lasting impres-

sion of the necessity and value of the public school system. It will be impossible to estimate the good he has done by his eloquent and impressive address.

The late Dr. Sears planned this series of institutes before his death, and the people of Mississippi are becoming fully aroused on the subject and the teachers are among the most earnest and intelligent that can be found in the profession. The lists of subscribers to the *American Journal of Education* taken at many of the institutes show that." W.

From Supt. J. M. Barron, Columbus, Nov., 1880:

"I have been a regular subscriber to the AMERICAN JOURNAL OF EDUCATION for several years, and like it better than any other paper of the kind published in the West or Northwest. I also consider it more in sympathy with our public school interest, and better adapted to our wants in Mississippi, and the South, than any educational journal published in the North or East."

WHEN you see a good argument, an interesting fact, an illustrative incident, clip it out and use it. Put it into the county paper. Set it going. The best way to test your ability or lack of ability, is to undertake to do things; and these are the kind of men and women that are wanted to-day everywhere—in the school room and out of it. Men, and women, and children who can do things.

What can you do?

#### IS IT TRUE?

Editors American Journal of Education:

A LLOW an old subscriber and a constant and interested reader to make an inquiry and a criticism or two.

It has been stated several times editorially and otherwise in your columns that "a great majority of children attend school less than three years." Is this true?

I confess I do not quite understand what you mean by such a statement. We are having schools in most of the districts in this State three or four months every year, and while many do not attend much if any of the time, a majority of the children do attend the schools three or four months every year.

We regret also to see a tendency constantly manifested to advocate compulsory education.

We are free to say we do not believe in this at all, and we hope the JOURNAL will not undo the good work it has done and is doing in this State, by advocating any such extreme meas-

ures. We are sure you will lose subscribers, and lose influence too, by urging measures the people are not ready to adopt, and by statements such as I allude to, in regard to the school attendance.

I write in the interest of education in the South, and hope to help rather than to hinder the cause, by honestly telling you what I think is the prevailing sentiment here.

Yours, truly, Z.

TUPELO, Miss., Nov. 20, 1880.

We thank our friend for his full and free inquiry, and for his criticism as well.

We aim to give in our editorial columns the utmost freedom of expression, frequently using articles sent as communications, in these columns.

In this way we reflect a variety of opinion, and represent interests utterly impossible, if this journal were used as a mere *personal* organ. We are sure we gain materially in both variety and strength, as well as in breadth of discussion, by this plan, and we are sure, too, that our large and growing constituency also gain by this method.

Our circulation reaches over 150,000 readers; three or four times as many as any other educational journal published in the United States.

We probably print three or four times as many copies as any other school journal also. Our edition this month is over sixteen thousand, and with this number we shall run short of the demand.

In our last issue we had editorials from the leading educators in Texas, Arkansas, Mississippi, Tennessee, Missouri, Kansas, Iowa, Illinois, New York, Massachusetts, Nebraska and Colorado—all helpful, hopeful, strong articles, too. No clubs; no beating down of the profession; no undermining of confidence in the great, and grand and necessary work our teachers are doing—but all united, all building up, on a solid and permanent foundation.

So much by way of explanation, not of apology.

In regard to the statement as to the attendance at school of a majority of children being less than three years, let us

#### LOOK AT THE FIGURES.

Three years of schooling means 3 times 365 days; that amounts to 1095 days. Now, suppose we take the length of the session, of the average school term at which a majority of the children attend school. Our friend "Z" says "while many do not attend much if any of the time, a majority do attend school three or four months every year."

Do they?

Let us see.

In a four months' term of school,

if they go every day, there are only 80 school days. Five school days in a week, and four weeks in a month, aggregates 80 school days in a four months' term of school, provided they go every day.

Do the children go every day?

Now, how many years must children attend school, four months in a year, to make up an aggregate of 1095 days?

If we divide 1095 days by 80, the number of school days in a four months' term of school, we shall find that it covers a period of over 13 years.

Do a majority of the children attend school every day regularly for four months, during a period of 13 years?

They do not in Missouri, nor in Mississippi, nor in Texas, nor Tennessee, nor Illinois, nor Arkansas, nor Kentucky. In fact, there are but few if any States where the majority of the children attend school regularly four months every year for thirteen years; and this is exactly what we mean when we state the fact that a majority of the children do not, on an average, attend school three years.

One other fact we want to allude to in this connection, and we will leave the other items for an article or two in our next issue.

How can we have wise, careful, farsighted, judicious law makers, when we furnish such meagre school facilities to the persons who are so soon to be our law makers?

We have all of us seen within the last few years all too clearly, how we are made to smart for the unwise laws enacted by unwise and uneducated men, to need much further argument to prove the *necessity* for more schools and better schools—for, if we do not enact wise and just laws we must pay the penalty, each for himself, for the unwise and unjust laws enacted by ignorant legislators.

#### PRACTICAL TOPICS.

THE Indiana School Journal is turning its attention more and more to *practical topics*, and every issue is of special value, not only to the teachers of Indiana, but to other States as well. Mr. Bell says:

"The commentaries on the school law in this month's *Journal* are of special interest to both teachers and trustees. We doubt not that many of our readers will regard this chapter alone worth more than the price of the *Journal* for one year."

"Superintendent Smart spares no time or labor to make these opinions and commentaries full, clear and reliable.

"While every chapter contains matter of interest to both trustees and

teachers, this installment covers ground not often treated and concerning which there has been a variety of opinions, and will therefore be specially acceptable, and will help to settle many heretofore troublesome questions."

The law, with comments on

#### SCHOOL APPARATUS

is given and we commend it to the careful reading of the teachers and school officers wherever this *Journal* circulates. Section 10 of the school law says:

The trustee shall \* \* \* provide suitable \* \* \* furniture, apparatus, and other articles and educational appliances necessary for the thorough organization and efficient management of said schools.

*What Apparatus is Necessary.*—No school can be successfully managed without a reasonable supply of suitable apparatus. The law makes it the *duty* of the trustee to supply school apparatus as imperatively as it does to build a house and employ a teacher. A trustee takes an oath to perform his *duty* under the law of the State. He does *not* perform his duty unless he sees that suitable appliances are furnished his teachers.

Great care must be taken in the selection of furniture. Durability and cost are very important items to be considered, but there are other points of more importance. The size of the desks should be so graduated that the feet of all the pupils can rest upon the floor. The shape of the seat and the curve of the back of the desk are also important considerations. *Unsuitable* seats produce discomfort, irritability, *stooping shoulders* and *sunken chests*.

Among the indispensable articles of furniture and apparatus are a few chairs, a teacher's table, black-boards, a clock, a thermometer, a dictionary, a water-pail and cups, crayons and black-board and pointers, erasers, brooms and brushes.

There should also be a closet in which the moveable property of the school can be secured.

The trustee should also furnish each school with a terrestrial globe and with suitable wall maps.

No school is well supplied with educational appliances that is without these things; and no teacher should be employed who is not properly qualified to use them to the advantage of the children.

THE success of the school system depends upon the efficiency of the teachers. Teacher's Institutes, Normal schools, Reading Clubs and every other means calculated to improve and strengthen the teachers, and unite the pupils, should be brought into requisition.

## GOOD ADVICE.

PROF. GEORGE W. HASS, formerly State Superintendent of Public Instruction, in Indiana, and now editor of *The Educationist* of Kansas, speaks as follows to the teachers (and the school offices can read it, too,) from his stand-point of a large experience. He says:

Be sure and go to see the school-house, and learn that all things are in order for work; the bell, the crayon, the rubbers, the blackboards, seats, stove fuel,—if cold enough to need fire,—in a word, everything that can add to the comfort and efficiency of the school. A single item omitted may produce confusion through the first day or more. For instance, suppose there is no crayon, and suppose you wish to write one or two important statements on the board, as the admirable rule,

## DO RIGHT.

This little rule may furnish the basis of your appeal to your students on the first morning and after, may furnish the means of order for the first two or three days,—because on the board where all can see; but alas, there is no crayon, and none can be had till neighbor Jones goes to town, and that won't be for three days. So you are weakened at the very outset, and simply through the lack of a cent's worth of chalk.

Other lacks may be more serious. A good general looks well to his preliminaries; so a good teacher.

**Caution:** Don't take the word of a neighbor, or even the director or trustee. He can easily be mistaken, or may have a very different idea of ready from the true one. He may mean that the seats are all in, and the blackboards in order, or he may mean what is simply and more likely to be the case, that the school-house is there, *i. e.*, that the boys have not whittled it down, nor the wind blown it away. You, the teacher, want to know more, namely, that *everything* is in order “all things ready,”—and you want to know it yourself, *i. e.*, from personal inspection, not from heresy.

## HOW TO VIEW JUPITER.

NO one who feels any interest in the earth's sister planets should lose the present opportunity to view Jupiter and his system of satellites through a telescope. It will be twelve years before the earth is so near this, the chief of all the planets, again. It is not necessary to visit an observatory in order to enjoy fine views of Jupiter. Even a good opera glass will show one or two of his moons, and a modern three-inch achromatic will give, probably, a better view of the planet than the astronomers were

able to obtain with their largest telescopes a hundred years ago. The telescopes of street exhibitors are often of excellent quality, and they will show the shadows of Jupiter's moons upon his surface when the moons are between him and the sun. The times of these transits as they are called, may be obtained from the nautical almanac. Much may be done with ordinary spy-glasses. A pocket spy-glass will show the moons, and one whose object glass is much above an inch in diameter can, by a very simple device, be made powerful enough to show the main belt, in a good atmosphere. The eye piece of an ordinary spy-glass consists of two little brass tubes, each containing two glasses. By separating these tubes three or four inches farther than usual the magnifying power is greatly increased. This may be managed with a piece of card tubing, or an optician, for a few shillings, will make a neat brass tube that will admirably answer the purpose. In this way a spy-glass with an objective 1 1/2 inch in diameter may be made to show Jupiter's equatorial belt, and the disappearance of his moons when they go into his shadow. It will also plainly show Saturn's rings, but of course it will not separate the two rings, or reveal the mysterious gauze ring. A first-rate three or four inch telescope, however, will do this and much more. Jupiter passed his nearest point to the earth on Wednesday, and we are now being rapidly whirled away from him, but he will be the most conspicuous object in the evening sky for a long time to come.

## INTERESTING FACTS.

PRESIDENT HAYES made the following interesting statement at Cleveland the other day, in speaking of General Garfield:

“He stands to-day the representative of the nineteenth congressional district, in his ninth term, his eighteenth year as the representative of that district, a district composed of the counties of Ashtabula, Trumbull, Geauga and Portage—a community not surpassed in intelligence and patriotism anywhere on earth. He is their representative to-day, sustained by them through all these years, elected again and again, nine times, in spite of opposition and calumny.

More than that, he is to-day senator-elect for a six years term, a position that sought him, unsought by him and unbought, receiving it spontaneously and without effort.

He is senator from Ohio and now the President-elect, from the 4th of March next, of the United States.

In all our history no such combination of civil honors has rested upon

the head of any man, and we rejoice to know that he is worthy of these honors. Looking through the history of our public men we find that he is a model, self-made man. In our history we can see in the past, Franklin and Lincoln, and then comes Garfield, as the self-made men of the United States; the best illustration and example of what, under our institutions, may occur to the humblest boy—the humblest child of the Republic; an example of what can be done where all have a fair start and an equal chance in the race of life.”

## “IGNORANCE A CRIME.”

## THE PULPIT ASSISTING THE PRESS.

Editors American Journal of Education: THAT unique pulpit orator, Dr. Talmage, in a recent discourse on the “Ballot Box the Ark of the American Covenant,” places ignorance first in the list of its foes. He would first try as a corrective remedy—compulsory education, and when that fails in efficiency then he advocates the penalty—disqualification—disfranchisement.

But, Mr. Editor, instead of a synopsis let me furnish the quotation:

“And there are mighty foes of the ballot box, and I have thought this morning it would be appropriate if as a Christian patriot I enumerated some of those terrible enemies. In the first place ignorance: Other things being equal, in proportion as a man is intelligent is he qualified for the right of suffrage.

“You have ten, twenty, thirty years been studying American institutions through all the channels of information. You have become acquainted with the needs of our country. You know all that has been said on both sides the tariff question, the Chinese question, the educational question, the sectional question, and you have made up your mind, and day after to-morrow I see you coming down off your front steps.

“I say, ‘Good morning, neighbor; hope you are all well to-day. Which way are you bound?’

“You say, ‘I am going to vote.’

“You take your position in the line of electors, you wait your turn, you come up, the judge of election announces your name, your ballot is deposited, you pass out. Well done!

“But right behind you comes a man who cannot spell ‘president’ or ‘controller’ or ‘attorney.’ He cannot write his own name, or if he does write it, if he can write at all, he makes a small ‘i’ for the pronoun of the first person, which while very descriptive of his limited capacity, is very hard on good orthography. He cannot tell you on which side the

Allegheny Mountains Ohio is. There are educated Canary birds and educated horses who have more intelligence than he. He puts in his vote for the opposite candidate *and he cancels your vote*. That is not right. Everybody says that is not right.

“How to correct the evil. By laws of compulsory education well executed. Until a man can read the Declaration of American Independence, and the Constitution of the United States, and the first chapter of Genesis, and write a petition for citizenship with his own hand, and tell the difference between a republic, a limited monarchy and a despotism, he is not fit to vote at any polls between Key West and Alaska.

“Time was when there may have been an excuse for ignorance, but not now and in this day when the common school makes knowledge as free as the fresh air of heaven. \* \* \*

“Now I go for a law which would place a board of examination side by side with the officers of registration to decide whether a man has

## ENOUGH INTELLIGENCE

to become one of the monarchs who shall decide the destiny of this Republic.”

Again we ask your readers to get petitions written and signatures, and then sending the petitions to our several Congressmen, asking for the enactment of an amendment to the Constitution of the United States requiring an educational qualification for the voter.

S. S.

If there is one person more than another who should take interest in the public schools, it is the mother. The responsibilities of motherhood do not cease when her children enter the schools. Choice of studies, of teachers, of committees; the matter of ventilation, position of pupils while studying, ways in which school influences affect character, these are woman's private affairs. All public affairs are only private affairs bundled together for convenience in handling.

DR. WHITE says: “In Ohio, as soon as possible, a law, similar to the Massachusetts law of 1870, should be passed making *Industrial Drawing* one of the required subjects of study in all public schools, and requiring all teachers to be examined in drawing when appearing before an examining board for a certificate to teach.”

Can you think of a more beautiful, acceptable and useful present for the holidays than a fine *Globe*?

We have a large variety on hand for this purpose, ranging in price from \$1.50 to \$5.00.

Send for circulars of sizes and prices in time to secure one for yourself and one for your friend for a Christmas present.

**Set the Facts Before the People.**

THE fact that teaching can be well done by those *only* who prepare themselves for this work, and that no one will take the pains to do this unless there be a prospect not only for a fair compensation, but for continuous employment, should be carefully impressed upon the public mind.

Advanced ideas upon education should be spread broadcast until every fireside knows the worth and the wealth of work done by our teachers. This is no easy task, and yet it seems to be work which, after securing teachers who are better qualified, is of the first importance.

Among the most powerful of the agencies through which we think this might be accomplished, is the daily and weekly press throughout the country. This is, with great unanimity, already committed to free schools.

But educational interests being largely delegated to teachers and school officers, do not receive that attention their importance demands, unless our teachers take hold and use their *local papers*.

We furnish material enough in every issue of this journal to keep a couple of columns filled every week. Get up short spicy items and fill in with others, such as you find in our columns, and you will create an abiding interest in your work.

These long evenings should be improved in this direction.

Reading clubs will help also to interest.

Don't delay!

**INDUSTRIAL DRAWING.**

PRESIDENT WHITE says: "Another thing which is practicable and of the utmost importance, and which can be done at once in every city and town in the State if superintendents will undertake it, is the introduction of

**INDUSTRIAL DRAWING**

into the schools. A broad system of industrial drawing, like the Massachusetts system, will train the eye and hand; no one will ever be a good mechanician without these two elements—it will enable the workman to read and make working scale-drawings of the article to be constructed; to make his mistakes on paper instead of in the more costly material; he will have a practical knowledge of design and its principles, and be able to design anything in metal, wood, stone, printed or textile fabrics, and in that style of decoration. He can put on paper any form that he sees or imagines. He will be able to draw the development of a hollow cylinder cut at any angle, as for a sheet-iron el-

bow, or construct the curve of intersection of a cylinder with a sphere.

The industrial school was never heard of that did not make drawing a part of its course, or demand it as a condition of admission. It is as essential there as reading or writing in a general course.

School shops for industrial training should not teach trades, but general principles and processes underlying all mechanical operations.

We should not aim to make carpenters and machinists in these school shops, but to teach our boys how to use the tools that carpenters and machinists use, and to use them skilfully.

There are very many industries requiring skilled educated labor, that the course in any school shop at present in America, would not reach at all. Among these are the pottery industries, for which we have great natural resources, woven and printed fabrics, as carpets, figured linen, woolen and cotton goods, lace, wallpaper, &c. All of these industries depend almost entirely for their value on a knowledge of art and design. It will be seen that industrial drawing is the principal factor in a large number of industries, and hardly one can be named that does not depend more or less on it. In our public schools it is almost the only subject at present that leads pupils to think of industrial pursuits.

Here is something, then, that every city and town can do and at once, as the expense is very small."

**TEXAS.**

The Dallas, Texas, "Herald" says:

"We have been reading the "Journal" with much interest and satisfaction, and have no hesitancy in saying it compares favorably with any educational journal published in the older States, and in some respects is far in advance of many of them.

*It is a journal of which any Texan may justly be proud.*

For securing a hearty co-operation of parents with teachers, for enlisting enlightened, devoted and thorough instructors, for affording a medium for interchange of ideas, modes of teaching, governing, etc., for cultivating fraternal feelings among teachers, for elevating and dignifying the profession, and advancing the cause of education generally, the "Journal" as now conducted is capable of doing an incalculable amount of good, and every fam-

ily and every teacher in the State should take it and read it attentively, and give it such aid and encouragement as its merits demand."

**ILLINOIS.**

From. Prof. C. A. Threlkeld of Franklin County, Nov., 1880:

"I strongly recommend the AMERICAN JOURNAL OF EDUCATION for its most excellent, timely and practical articles. At a late meeting of the Teachers' Association of this county, a resolution was passed to recommend it to all the teachers and school officers. I shall take pains to point out its merits whenever I meet a teacher or school officer who is not already a subscriber."

**WHAT WE WANT TO DO.**

ATTENTION is called to the following article.

*Scribner's Monthly* knows what it is talking about, and tells just what we want to do in our schools. The editor says:

"Now what we want to do in our schools is to do away with the force of a pernicious example and a long-cherished error, by making the children thoroughly intelligent on this subject of alcohol.

They should be taught the natural effect of alcohol upon the processes of animal life.

They should be taught that it can add nothing whatever to the vital forces or to the vital tissues—that it never enters into the elements of structure, and that, in the healthy organism, it is always a burden or disturbing force.

They should be taught that it invariably disturbs the operation of the brain, and that the mind can get nothing from alcohol of help that is to be relied upon.

They should be taught that alcohol inflames the baser passions, blunts the sensibilities, and debases the feelings.

They should be taught that an appetite for drink is certainly developed by those who use it, which is dangerous to life, destructive of health of body and peace of mind, and in millions of instances ruinous to fortune and to all the high interests of the soul.

They should be taught that the crime and pauperism of society flow as naturally from alcohol as any effect whatever naturally flows from its competent cause.

They should be taught that alcoholic drink is the responsible cause

of most of the poverty and want of the world.

So long as six hundred million dollars are annually spent for drink in this country, every ounce of which was made by the destruction of bread and not one ounce of which has ever entered into the sum of national wealth, having nothing to show for its cost but diseased stomachs, degraded homes, destroyed industry, increased pauperism, and aggravated crime, these boys should understand the facts and be able to act upon them in their first responsible conduct."

It is evidently a great mistake—a heresy in education—to suppose that the unaided individual can develop into a rational being except through participation in the labors of the human race. It is a heresy in education to suppose that education is anything else than this initiation of the individual into the wisdom which mankind has accumulated.

PROF. A. D. MAYO says:

"There are two sorts of statesmen in all lands. One sort is content to find what the people will *now* approve, and make that the sum of its achievement. The other (and this is the only sort with which history is greatly interested), while content to do the best with the generation on hand, comprehends the distant future and sets in motion the mighty agencies which will mould the generations that are to come."

**ENGLISH CO-EDUCATION.**—English universities are leading the American in granting equal privileges to women as to men. Cambridge and Oxford both allow nearly equal rights to the sexes. Women pass examinations as men, but as yet do not receive the degree. The University of London has taken a step in advance, and grants the degree in full. Struggle against it as they may, the great institutions of this country which have already opened their doors to the education of women, will have to take a step in advance, and grant a degree where it has been earned by faithful study. It is neither just nor honest to withhold it. This is a revolution which, we rejoice in believing, will not go backward.—[Inter-Ocean.]

TEACHERS should be careful about giving too much assistance to pupils in preparing their lessons. Encourage them to help themselves.

**HORSFORD'S ACID PHOSPHATE IN INDIGESTION.**

DR. A. S. CARPENTER, of Keene, N. H., says: "It is a valuable medicine. I have taken it myself and prescribed it for my patients for indigestion or enervation of the digestive organs, and always with satisfactory results."

## Recent Literature.

**ART SUGGESTIONS FROM THE MASTERS—** Selected from the works of artists and other writers on art. Compiled by Susan M. Carter, principal of the Woman's Art School, Cooper Union, New York. First Series: Sir Joshua Reynolds, Sir Charles Bell, William Hazlitt and Benjamin R. Hayden.—New York: G. P. Putnam's Sons.

Books on this subject are generally so costly and so voluminous that but few can afford to consult or to own them.

This work is brought within the compass of all, both in matter and manner and price.

The author says that if this book most admirably done as it is shall prove useful she may at a later date bring the treasures of thought of other original and suggestive writers in a like condensed form to those for whom for reasons above stated—at present the world of ideas is a terra incognita.

We certainly hope the author and the publishers will extend and enlarge the series until the people can be fully introduced to, and induced into this wonderful realm of the "Old Masters."

**A MANUAL OF CLASSICAL LITERATURE—** by Charles Morris. S. C. Griggs & Co., \$1.75. For sale by the Hildreth Printing Co., St. Louis.

Some knowledge of classical literature is essential to any tolerable degree of culture. Though designed for use in schools and colleges, it will be found of equal interest and value to the general reader. As the overture foreshadows the whole of a grand opera, so this interesting work outlines the whole body of classical literature.

Prof. Morris seems to be perfectly familiar with his theme. He has incorporated in his plan, chapters descriptive of the rise and progress of the different forms of literature, and has grouped closely, writers on similar subjects, thereby giving far clearer ideas than any strictly chronological plan could, while his style is easy, fluent, and attractive. We do not now remember of any book bearing the imprint of S. C. Griggs & Co., that we could well spare from our library.

A SHORT serial by Mrs. Burnett, author of "That Lass o' Lowrie's," etc., will begin in the February "Scribner." Meantime Mrs. Burnett is writing what promises to be her longest novel, for "Scribner's Monthly." Its scene is laid in Washington. Mr. Cable's new serial, "Madame Delphine," will also begin in February, and run through three or four numbers. Mrs. Schuyler's "Tiger-Lily" will be concluded in the January number.

**THE ATLANTIC MONTHLY** has held for nearly twenty-five years the post of honor among American literary periodicals. It contains so much that interests all; short stories, essays on social, literary, artistic, political, educational and industrial subjects; narratives of travel in picturesque lands; discussions of important public questions, and poems—and so large a part of these from the best writers that it cannot fail to command the respect and secure the attention of all Americans who read for profit as well as entertainment, in the future as it has done in the past.

The living questions in politics, education, religion, industry, or whatever the American public is most interested in are discussed by persons eminently qualified to treat them thoroughly and so as to enlist the attention of thinking men and women.

It numbers among its contributors the leading American authors, who write principally or exclusively for this magazine, Emerson, Longfellow, Whittier, Holmes, Lowell, Hale, Whipple, Aldrich, Stedman, Howells, Warner, Scudder, Lathrop, Mark Twain, Rose Terry Cooke, H. H., Miss Larcom, Miss Olney, Miss Phelps, Miss Preston, Miss Jewett, Miss Woolson, Mrs. Thaxter, Mrs. Moulton, Mrs. Piatt and

many others. The Atlantic furnishes its readers in the course of the year as much reading as is contained in twenty ordinary volumes of 300 pages each.

Terms \$4.00 a year in advance, postage free; 35 cts. a number. With superb, life-size portrait of Longfellow, Bryant, Whittier, Lowell or Holmes, \$5.00; with two portraits \$6.00; with three portraits \$7.00; with four portraits \$8.00; with all five portraits \$9.00.

Remittances should be made by money order, draft or registered letter to Houghton, Mifflin & Co., 4 Park St., Boston, Mass.

**THE POPULAR SCIENCE MONTHLY.** Conducted by E. L. & W. J. Youmans. The new volume will contain an important series of papers by Herbert Spencer. We do not see how one can well get along without the Popular Science Monthly because it represents the most valuable thought from the most advanced scientific men of the age in all countries. It is adapted to the wants of thoughtful inquiring people. It is addressed to the intelligent classes of society, but treats its topics in a popular style as free as possible from technicalities and suited to the capacity and taste of general readers. Terms: five dollars per annum, postage prepaid, or fifty cents per number.

A club of five will be sent one year to any address for \$20.00. The Popular Science Monthly and Appleton's Journal one year for \$7.00 (full price \$8.00). Subscriptions may begin at any period.

**D. APPLETON & CO. Publishers,**  
13 & 15 Bond St., New York.

**APPLETON'S JOURNAL** for 1881, in addition to its other attractions promises to give comprehensive and analytical reviews of important new books—not mere notices, but critical interpretations, with copious extracts, in order to give the reader an intelligent conception of the scope, character and flavor of every current work of wide reaching interest. There will also be a sub-editorial department added under the title of "Notes for Readers", in which will be presented many minor things in literature of interest to all. The literary feature of the Journal will thus be also full and valuable accurately reflecting everything of importance that is doing in the world of letters. "The Editor's Table," which has always enjoyed no little reputation for its acute and suggestive comments on current items, will be continued as hitherto. The subscription price is exceedingly low. A magazine of a very superior character in the ample pages of which a large quantity of choice literature is presented at three dollars a year, affords a combination of cheapness and excellence deserving of especial notice.

Terms, 25 cents per number; \$3.00 per annum in advance, postage prepaid. A club of five will be sent one year for \$12.00.

**OUR LITTLE ONES**—An illustrated magazine for little people. Oliver Optic editor. Price \$1.50.

This magazine is designed for the youngest children that can read and even for those who cannot read but would be delighted with its pictures and with its stories and poems when read to them. The educational reform in the instruction of little people, which is making progress in various parts of the country calls for a large increase of reading matter suitable for schools. The editor, twenty years a teacher and fourteen years a member of school boards, will carefully consider the needs of schools in the preparation of its pages. **RUSSELL PUBLISHING COMPANY**, 149 Tremont St., Boston.

**THE ART AMATEUR**—A monthly journal devoted to Art in the Household. The December number has some beautiful designs

for soup plates, also an article on Christmas church decoration, with designs for the same. It is printed on very fine paper and is a beautiful number. Price four dollars a year (including postage). **Montague Marks**, 20 East 14th St., New York.

**THE NORTH AMERICAN REVIEW** for December contains an article by Richard Grant White entitled "The Public School Failure." Mr. White has sought and seemingly attained a majestic position among magazine writers, and we presume that in that capacity he is at liberty to misrepresent a community interest and trust to its magnitude for its protection. We do not propose to discuss what is propounded dramatically, and what is so manifestly erroneous, but we cannot forbear expressing our surprise at the impotent conclusion reached by Mr. White. After proving to his own satisfaction that public education is a failure, Mr. White inquires "what then is the remedy?" We naturally expect him to reply, "Do away with an instrumentality found to be so inefficient, and replace it by" (something calculated to do the work required.) But Mr. White indulges in a logic, yet more subtle and answers his inquiry by saying, "Do away with the secondary education (against the quality of which there is no complaint!) and continue the Public Schools, and confine them to the three R's (which according to Mr. White they cannot teach, and which, according to the same authority would, from a community standpoint, be valueless if they could teach. Truly the minds of the great do not work like the minds of the small!"

**SCRIBNER'S MONTHLY** for 1881—The new volume commencing in November, leads all the other popular monthly magazines published in America. The publisher promises still greater attraction for the next year, in fact for the next ten years—as though it were possible to make a better magazine than this has been for the last decade.

The inside merits abundantly atone for the abominable cover which outrages all taste as well as all art.

It is to be especially rich in its historical feature, in its fiction, in sanitary science it promises a series of papers by "an authority of national reputation," which are likely to prove not only astonishing in their revelations, but most valuable in their suggestions.

The editorial departments will continue as usual. Dr. Holland will write Topics of the Time; Home and Society will include papers on Education, Home Decoration, etc.; Culture and Progress will contain reviews of new and important books, art exhibitions, etc.; The World's Work will have a record and description of all important new inventions and mechanical improvements, etc., and Bric-a-brac will contain matter of a light and humorous order.

The subscription price of Scribner's Monthly is \$4.00 a year.

**LITTELL'S LIVING AGE** on January 1, 1881, enters upon its thirty-eighth year and is admitted to be without a rival in the value, variety and quantity of its matter. A weekly magazine of sixty-four pages, it gives more than three and a quarter thousand double-column octavo pages of reading yearly, forming four large volumes. It presents this in an inexpensive form, with freshness, owing to its weekly issue, and with a satisfactory completeness attempted by no other publication, the best essays, reviews, criticisms, serial and short stories, sketches of travel and discovery, poetry, scientific, biographical, historical and political information, from the entire body of foreign periodical literature.

The importance of the Living Age to every American reader, as the only satisfactorily fresh and complete compilation of a generally inaccessible but indispensable current literature—indispensable because it embraces the productions of the

ablest living writers in all branches of literature, science, art and politics, make it one of the most desirable publications for the private student or for the family or for a "Reading Club" that is published on the continent.

Subscription price \$8.00. We furnish **Littell's Living Age** and the **AMERICAN JOURNAL OF EDUCATION** for \$8.00.

A **SIGNIFICANT** article by the Hon. George S. Boutwell in the "North American Review" for December, entitled "The Future of the Republican Party," is sure to arrest public attention. Written after the result of the recent elections had been ascertained, this article defines the position which the Republican Party is, in logic and in policy, bound to assume. The other articles in the December number of the Review are: "The Discoveries at Olympia", by Prof. Ernst Curtius; "Rational Sunday Observance," by the Rev. James Freeman Clarke; "Southern States and their Policy", by the Hon. John Jay; "The Ruins of Central America", by Desire Charnay; "The Distribution of Time", by Dr. Leonard Waldo; "The Public-School Failure", by Richard Grant White; "The Validity of the Emancipation Edict", by Aaron A. Ferris. For sale by booksellers and newsdealers generally.

**WIDE AWAKE** for 1881 promises to add to its almost unlimited and unrivaled attractions a new serial by George McDonald in monthly supplements. How can we ever forgive D. Lothrop & Co., the publishers of this beautiful magazine for stealing Ella Farman away from the West.

And yet every household in all the country can have a visit not only from this gifted author but from a host of other authors, artists and celebrated people. Ed. Everett Hale is going to tell the boys and girls each month about the Newspapers, or what they ought to know of what the world is doing and saying.

Wide Awake promises a great treat to all its readers and patrons for 1881.

**THE YOUTH'S COMPANION** of Boston we cordially and cheerfully recommend to parents seeking a good weekly for the younger members of the family. The matter is all of an interesting, pure and refining character and those who read it are in the way to form a taste for the best kind of reading.

It is looked for with interest always and we notice the older members of the family take as much delight in it as the younger ones. Embellished by the best artists it is always a welcome weekly visitor and richly worth the subscription price.

**THE WABASH R. R.**

Seems determined to keep ahead of all rivals.

Mr. Townsend, the General Passenger Agent has already issued orders to make all the people happy during the coming holidays.

Ticket agents have been instructed to sell round trip tickets to all local points on the line of the road, on Thursday, Friday, and Saturday, December 23, 24 and 25, and Thursday, Friday and Saturday, December 30, and 31, 1880, and January 1, 1881, making tickets good to return until and including January 4, 1881.

Of course there will be a "big rush" but with plenty of new cars everybody will be provided for, and all the world along the line of this road will give the "Wabash" a New Year's greeting by a vote of thanks.

**HORSFORD'S ACID PHOSPHATE** is more convenient for making "lemonade" than lemons or limes, and is healthier than either.

# THE WAR GOES BRAVELY ON!

**The Army led by Mediocrity and Mechanism meets in Deadly Combat the Army Led by Genius and Experience.**

## DARKNESS STRUGGLES WITH LIGHT!

*Senile Decrepitude strives with vigorous Youth! The modern Goliath receives his Death-blow at the hands of Another Youthful David!*

### A Disquisition on Social Hypocrisy in general, and the hypocrisy of the Late Educational Literature in Particular

#### "DE SENECTUTE."

No duty should be more incumbent, and surely none is more praiseworthy than that which urges men to pay the tribute of respect and deference to the aged and infirm. No system of morals would be complete or worthy of adoption which did not inculcate such respect and deference as one of its principal and most valuable maxims.

It is not, however, an unnatural inference that age and infirmity should so beseem themselves as to command regard, and that any departure from the line of conduct which should distinguish the evening of human life, furnished just cause for withholding both honor and courtesy. What shall be said, therefore, when old age, dissatisfied with the decrees of Time and careless of its conduct and example, seeks to impose itself upon society in the unsuitable disguise of youthful energy and vivacity.

#### WHITED SEPULCHRES.

Is there a spectacle more truly sad and contemptible, yet more thoroughly ridiculous than that of an old and wornout dotard who seeks to hide the honorable silver of his locks with the detestable compounds of the dye-pot; who smears the furrows of his wrinkled skin with balms and powders; who vainly tries to conceal his "shrunk shanks" and tottering limbs (long since shorn of flesh and strength) beneath an affectation of vivacity and sprightliness as despicable as it is transparent; who gives himself the airs of a young and dissipated snob, and attempts, under cover of the dress, conversation and manners of youth, to prevent the discovery of a weakness and senility, which every tone of his thin voice, now "piping to childish treble," proclaims with emphasis. With what disgust society witnesses such exhibitions of overweening vanity in the superannuated "beau" or the passe "belle;" with what contempt the unseemly antics of these "whited sepulchres" are received by those whose good taste they insult, let the records of society answer. However much the forms and ceremonies of social life may tend to smother the world's real sentiments as to these social hypocrites, in no community where such creatures exist, does their farcical masquerading fail to subject them to scorn and ridicule.

#### "PADDING."

A recent and witty newspaper writer has both wisely and pertinently dubbed the present age "the age of padding."

The grocer "pads" his sugar with sand, the dry goods man "pads" his fabrics with starch, the railway president "pads" his divisions with watered stock, the lawyer "pads" his speeches with bombast, the actor "pads" his role with "sound and fury signifying nothing," the playwright might "pad" his play with slang, and so on through the list of human occupations. But it has been left for

#### VAN ANTWERP, BRAGG & CO., OF CINCINNATI,

to attempt the most gigantic piece of

#### BUSINESS HYPOCRISY

on record, and to demonstrate how "padding" may be applied to a series of schoolbooks as a panacea for the weakness and infirmity of age.

To say that such an effort can be permanently successful, would be to insult the intelligence of every school director, patron and teacher in the land, and it needed not the gift of prophecy to foretell the ultimate result. Suffice to say, that

#### McGUFFEY'S READERS,

which have held a position among educational publications for the past twenty-five years, partly by the respectability of age, and principally from the absence of rivalry, will now cut about as ridiculous a figure, in their

#### "REVISED" FORM,

as the laughable old scarecrow who exhibits his folly and vanity in the drawing-rooms.

It may well be asked, to what event the world owes this new and unlovely phase of educational enterprise.

Why does the old man, apparently forgetting his rheumatic limbs and shaky muscles, and scorning the two crutches (age and sentimental mortality) on which he has so long hobbled through our schools and colleges, seek to defy the laws of nature, and deceive the public with a burlesque exaggeration of youthful attributes?

#### THE ANSWER

is simple. Two years ago,

Appleton's Readers were published. To sensible school men they immediately appealed as the "one thing needed" for the progressive development of young minds; to pupils, they came as a new revelation of excellence and usefulness; while the teacher, who had travelled for years with the supernatural dullness of

#### McGUFFEY'S READERS,

welcomed them with a shout of joy, which echoed through the length and breadth of the land, bringing

#### GLAD TIDINGS

to the long-suffering public, and falling upon the ears of the

#### CINCINNATI BOOK MONOPOLY

like the "knell of doom." Since that time

#### TWO MILLION COPIES

have been published and sold, and all along the line the

#### DEMAND IS STILL FOR MORE.

It was in the presence of such facts that

#### VAN ANTWERP, BRAGG & CO.

counseled together, and, with blanched cheeks, inquired the one of the other, "What shall we do to be saved?"

Prompted, doubtless, by the success of hypocrisy in the social sphere, it was accordingly resolved to dress each volume in new and pretty outward apparel, and to put a few new selections in each book, ballast each with the proper quantity of "rules" on elocution (copied entire from the old series), to the end that the series might be based on some kind of a principle; to throw in a few "notes" at irregular intervals; to increase the obscurity with a batch of fresh "definitions," and then to cast the bait to the good, easy public, who seemed to have become as fond of being "skinned" as an eel.

"You can't make a silk purse out of a sow's ear," says a homely old adage, and it never received more emphatic confirmation than in this case; for, spite of the herculean labor of a corps of editors (names unknown), the series preserves all its former characteristics as an educational scrap-book, and, like all goods when "made over," fails utterly to conceal the ear-marks of "shoddy."

In spite of continued stimulation (it's to wit) drawn from a "bar'l" provided for his special sustenance, the old man will hobble, his rheumatic limbs will twinge, his wrinkles will show through the veneering and cosmetics, the signs of weakness and debility will exhibit themselves through the silly affection of youth.

The triumph of the

#### McGUFFEY SERIES

was that of Mediocrity and Mechanism. It was suited to the educational atmosphere of forty years ago; but its day of usefulness has passed forever.

The victories of

#### APPLETONS' READERS

have been those of Genius and Experience. They are united to the progressive ideas of the times, and their day has just dawned, with the promise of a glorious future.

#### WHAT CAUSED THE REVISION.

Never did the necessity for any step assert itself more suddenly or more vividly than that which led to the "Revision."

Prior to the publication of Appleton's Readers, agents circulars and pamphlets asserted with all the eloquence of self-interest and avarice, that McGuffey's Readers were perfect.

It remained for the comparison of their

Uniform dullness,

Inartistic method,

Lack of originality,

Superfluity of impractical "Rules,"

Badly arranged and silly "Notes,"

and All-pervading tone of sentimental cant,

#### WITH THE

Uniform interest,

Vigorous treatment,

Artistic and philosophic method,

Clear, concise and practical "Rules,"

Brief and comprehensive "Notes,"

and above all with the

Spirit of manly and pure morality, which form the distinguishing features of the

#### APPLETONS' READERS,

to induce this virtuous and generous house to attempt (small as it was) what no demand of educational progress, no interest in schools or scholars had yet caused them to undertake.

Could there be a more complete proof of the superiority of Appleton's than the fact that their publication has forced a change in McGuffey's, however lame and insufficient that change has been.

#### THE POPULAR VERDICT,

upon a critical examination of Messrs. V. B. & Co.'s experiment in "padding" justifies the belief that the time is fast approaching when school men would as soon think of traveling by the lumbering old stage coach in preference to a railroad train, as of putting McGuffey's readers in a school, when Appleton's may be had for the same money. The vats of the paper factory yawn for McGuffey's readers with a longing that no other food will satisfy, and the rag man already sees a bargain in them at a cent and a half a pound.

#### WITH THE SAME DISGUST AND DERISION

which greets the old dotard of society when he dons the attire, and masquerades in the manners of youth, must

#### DISCRIMINATING PEOPLE

view the attempt of Van Antwerp, Bragg & Co. to perpetrate

#### AN HYPOCRISY

unparalleled in the annals of educational literature.

When "Darkness struggles with Light,"

When "Decrepitude strives with Youth,"

When The boasting Goliath stands forth to meet the vigorous David,

When Business hypocrisy is confronted with the fair and honest works of Truth,

Can any man doubt what must be the issue? Can any man doubt that in substituting Appleton's for McGuffey's Readers he is at one and the same time shaking off the shackles of the most grinding and unscrupulous monopoly in America, and performing a duty, for "which his name shall be held in honor?"

We have quantities of McGuffey's Revised Readers, the Independent Readers, and the New Graded Readers, second hand, and for sale at a little above the prices usually asked for paper rags.

Address

L. S. HOLDEN,  
Agent D. APPLETON & CO., St. Louis, Mo.

WHEN you read the newspapers, when the children make inquiries, when your friends call for a friendly chat or for the discussion of some question involving the location of a city or country, a Globe in the house will be consulted as often as a dictionary, frequently more often than a bible, for people begin to be anxious about this world as well as the next.

They make a beautiful Christmas present, and we have an elegant stock ranging in price from \$1.50 to \$50.00. Send for circulars of sizes, styles and prices.

WHY not sing more in the school, and at home too?

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### IOWA.

#### Official Department.

BY C. W. VON COELLN, STATE SUPT.  
Editors Journal:

#### Sundry Rulings.

1. When school taxes are properly certified, the board of supervisors have no discretion, but are required by law to levy the amount, under the restrictions indicated in section 1780, code.

2. Chapter 143, Laws of 1880, amended section 1802, so as to require the treasurer to be chosen outside the board in all independent districts. If this provision has been disregarded, and a member of the board chosen as treasurer, since he cannot hold the office, the board should declare the office vacant, and elect his successor. The acts of a *de facto* officer are valid until his disqualification becomes known.

DES MOINES, 1880.

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|--------------------------|--|--|
| Leave Chicago....        | 8.40 a. m.   | 8.30 p. m.   |
| Arrive Elkhorn....       | 4.40 p. m.   | 3.55 a. m.   |
| Arrive Odin....          | 7.10 p. m.   | 5.45 a. m.   |
| Arrive Centralia....     | 7.35 p. m.   | 6.10 a. m.   |
| Leave Centralia....      | 10.05 p. m.  | 6.15 a. m.   |
| Arrive Cairo....         | 4.15 a. m.   | 10.50 a. m.  |
| Arrive Martin....        | 7.40 a. m.   | 1.25 p. m.   |
| Leave Martin....         | 10.40 a. m.  | 10.15 p. m.  |
| Arrive Nashville....     | 7.30 p. m.   | 10.00 a. m.  |
| Arrive Milan....         | 9.10 a. m.   | 2.45 p. m.   |
| Leave Milan....          | 12.15 p. m.  | 3.20 a. m.   |
| Arrive Memphis....       | 4.15 p. m.   | 8.15 a. m.   |
| Arrive Jackson, Tenn.... | 10.40 a. m.  | 4.00 p. m.   |
| Arrive Mobile, Ala....   | 1.50 a. m.   | .....  |
| Arrive Gr. Junction....  | 12.45 p. m.  | 6.00 p. m.   |
| Leave Gr. Junction....   | 6.22 p. m.   | 6.32 p. m.   |
| Arrive Memphis....       | 8.20 p. m.   | 8.20 p. m.   |
| Arrive Jackson, Miss.... | 10.45 p. m.  | 3.21 a. m.   |
| Arrive Jackson, Miss.... | 5.40 a. m.   | 5.40 a. m.   |
| Arrive Vicksburg....     | 8.00 a. m.   | 8.00 a. m.   |
| Arrive New Orleans....   | 7.15 a. m.   | 11.00 a. m.  |

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